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ABSTRACT

This annual report of the National Advisory Council on Adult Education (NACAE) focuses on both general statistics and change in the federal involvement in adult education since 1965 in light of the new 1978 legislation. It is intended to provide insight and facts for the Executive Branch and the Congress and also to serve as a reference for the adult education community. The first three sections contain (1) basic facts about adult basic learning such as number of participants, rationale for programs, and geographic distribution and results of programs; (2) a description of response to Congress's direction to expand the delivery system for adult education within the states to incorporate a variety of interests and organizations; and (3) a review of the Council's involvement in drafting the new legislation's regulations. The mandate of NACAE is outlined listing several methods of involvement: annual reporting to the President, advice on policy matters and regulations, testifying before Congress, critiquing administration and effectiveness of programs, establishing a communications system, eliciting citizen involvement, developing policy recommendations for other adult programs, reviewing research needs, and disseminating findings. Committee structure and activities are listed along with a record of on-site visitations made. Minutes from meetings of the Council and a summary of the project on Urban Programs held in Chicago are given along with a case history of the Council's response to the President's "National Urban Policy." Appendixes include the Adult Education Act with 1978 amendments, lists of Council members and officers, and state allotments (1965-1980). (FP)

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ED177358

AUGUST 1979

A Report to the President of the United States

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

New Legislation and a New Plan

- New Resources
- New Services
- New Learners
- New Skills
- Better Citizens

CE 023 057

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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NACAE

WASHINGTON, D.C.

National Advisory Council on Adult Education

Sec. 313. (a) The President shall appoint a National Advisory Council on Adult Education (hereinafter in this section referred to as the "Council").

(b) The Council shall consist of fifteen members who shall, to the extent possible, include persons knowledgeable in the field of adult education, State and local public school officials, and other persons having special knowledge and experience, or qualifications with respect to adult education, including education for persons of limited English-speaking ability in which instruction is given in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, and persons representative of the general public. The Council shall meet initially at the call of the Commissioner and elect from its number a chairman. The Council will thereafter meet at the call of the chairman, but not less often than twice a year. Subject to section 448(b) of the General Education Provisions Act, the Council shall continue to exist until October 1, 1984.

(c) The Council shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans under section 306 and policies to eliminate duplication, and to effectuate the coordination of programs under this title and other programs offering adult education activities and services.

(d) The Council shall review the administration and effectiveness of programs under this title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to adult education activities and services). The President shall transmit each such report to the Congress together with his comments and recommendations. The Secretary of Health, Education, and Welfare shall coordinate the work of the Council with that of other related advisory councils.

This report is published under provisions of the Adult Education Act and the Federal Advisory Committee Act.

National Advisory Council on Adult Education, 1979
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Starting a New Era in Adult Education

INTRODUCTION

The year 1978 marked the end of an era in the Federal adult education program. The program had been modified only moderately since its inception in 1965. It had been basically a categorical grant program in which the Federal government provided funds to the states to transmit to local education agencies to conduct adult basic education courses. It was a limited program in concept and funding and some would say that it was a limited success, generally due to lack of funds and partly due to lack of imagination and ingenuity. The National Advisory Council believes the program is successful and a prime example of how Federal dollars should be combined with local and state financial resources.

The National Advisory Council on Adult Education was created by amendments to the earlier legislation and went into operation in 1971. It sought to be an advisor to the President and the Congress on adult learning issues, and to be a constructive critic and an effective advocate of adult education.

The scope of its activities has increased gradually and such studies as that of the target population in 1975 and its future and amendments hearings in preparation for the 1978 amendments are among the things which have made the Council a partner, as well as a critic and evaluator of the administrators and teachers who are the line troops in the war of adult ignorance. In early 1979, in addition to major appropriation issues, the Council was involved in reviewing the Proposed Rules for the reauthorized Act and presenting a statement of concerns at 10 public hearings regarding forthcoming rules and regulations.

President Carter transmitted to Congress the administration's Comprehensive National Urban Policy and in May the Council completed an examination of that proposal. The Council formulated recommendations which emphasized the major role adult education can play in meeting the educational needs of adult learners and the revitalization of America's cities.

This report indicates how the Council operates by giving an account of the specific activities of the members and staff during the year. Because of the new legislation which is intended to change the thrust and operational pattern of the Federal adult education program, this also seems to be an appropriate year to include both general statistics and some specifics which will show the changes that have taken place in that program since the start in 1965. There will be brief answers to the traditional "W's" of journalism—who, where, why, and what.

It is hoped that this report will provide useful insight and facts for the Executive Branch and the Congress. It is also hoped that it will be a reference document for the adult education community. And finally, it is our hope that it will provide sound orientation for the organizations and individuals who will become involved in adult education through the expanded delivery system mandated by the Congress. The Council, in the past, has pointed to the population that was not being reached by Federal adult education programs. A priority for the Council in the next year will be to work for the broadened outreach and expanded delivery system mandated by the Congress.

John K. Wu
Chairman

Basic Facts about Adult Basic Learning

WHO—WHY—WHERE—WHAT

Who

From 1965 to 1977 a total of just over 10 million participants have obtained basic skills as a result of the legislation. During this time enrollments increased from 37,991 to 1,686,576. More than half of the students have been females—currently the figure is 57 per cent. The program has sought out students from minority groups. Native American enrollment has gone from 4,000 in 1968 to 21,475 in 1977. Asian enrollment has gone from 6,055 to 133,129 during the same period. Hispanic enrollment has increased from 65,988 in 1968 to 337,217 in 1977. The bulk of students are Caucasian, but the percentage figure has fluctuated between 45 and 54 per cent as black enrollment has fallen from 43 per cent in 1968 to 23 per cent in 1977. As to age, from 1968 to 1976 the percentage of students in the 16–44 age group increased from 72 to 85 per cent. The 45–64 group decreased and the enrollment of 65 and over stayed steady. In 1977 a change began. The 16–44 enrollment decreased, while 45–65 plus enrollment went up with the 65 and over enrollment doubling.

Why

Why has the Federal government authorized $230 million to be appropriated for FY 1980 to be spent, largely through state grants, to provide learning opportunity in the basic skills of reading, writing and computation? Because there are more than 50 million Americans 16 and older who are not in school and who have not completed high school. Many of these are not able to contribute to society or to find a rewarding life for themselves because of their lack of education. The Federal law seeks to encourage state and local education agencies to provide adults with appropriate opportunities to learn basic skills. No figures are available on how many adults actually need this service, since many adults function effectively as workers and citizens without a high school education, but the funds actually appropriated have been regarded by most educators as small in comparison to the need. However, despite the difficulty of measuring the achievement of the program in dollars and cents, the Congress has believed that the cost/benefit ratio is good enough to justify continuation of the legislation which was first enacted in 1965.

Where

Geographically the learning service pretty well matches the population, with 44 per cent in urban areas (over 100,000), 12 per cent in rural areas (under 2500) and the remaining 43 per cent in the small towns that contain the remainder of the population. As to the site of the learning, there has been a change for the better. Until 1971 between 71 and 75 per cent were in elementary and secondary school buildings. Since then adult basic education has expanded its outreach so that nearly half of the learning sites are in specially planned adult learning centers, work sites, community centers, hospitals and other institutions. More programs provide home tutoring, with 13,965 home based students in 1977. There has also been an increase in the use of TV, mainly in high school level courses. While daytime learning opportunities are increasing, 63 per cent of the classes are still held at night.

What

What happened cannot be measured precisely because of variances in record keeping and because no one has had the time and money to investigate what happened to a reliable sample of students after they left the adult education program. OE figures indicate that between 1968 and 1978 a total of 2,850,815 adults completed the eighth grade level. As a result of new services started in 1972, a total of 671,054 adults passed the GED (high school equivalency) test and 1,066,110 adults received a 12th grade level education. During this period many other adults accomplished the purposes which led them to enroll—220,230 registered to vote for the first time; 73,105 received U.S. citizenship; 584,757 took income tax training; 387,330 achieved miscellaneous personal goals such as learning to read a newspaper or get a driver's license. As to monetary gains, 127,368 were able to leave public assistance; 400,045 obtained a job; 269,327 found better jobs. There have been other benefits, such as improved learning by the children of illiterate parents after the parents enrolled in adult education courses. What a complete survey of results might show, some adult educators believe, is that decreased costs of public dependency and increased tax revenue from new jobs or better jobs has just about paid for the cost of the adult basic education program.

"Expand the Delivery System"

CONGRESS CALLS FOR NEW FACES AND A NEW LOOK FOR

"Expand the delivery system" was the clear message Congress sent to the adult education community in the adult education title of the Education Amendments of 1978. The Congress, in legislation unusually explicit for relatively modest state grant program, said to start the expansion by involving new faces and new organizations in the preparation of the state plan. The new legislation met with a mixed response from public school adult education administrators, who had been utilizing the Federal grant funds since the program was started in 1965. Some welcomed the new law as putting the authority of the Congress behind changes they believed were needed. Some saw it as legitimating informal linkages already in place. Some saw it as an added burden. Some were uncomfortable with the prospect of changing a pattern they had grown used to. Some worried that the provision that public and private non-profit organizations could and should be brought into the picture when public school systems were not doing the best possible job might lead to political pressures to give money to organizations that wanted to propagandize rather than educate or they would not be qualified to teach adults. Finally, the time of passage of the new legislation made it necessary for states to submit their plans (for a three year duration instead of one) before the adoption of U.S. Office of Education regulations to govern the preparation of state plans and their implementation.

None of these problems were unforeseen by the Division of Adult Education of the U.S. Office of Education and DAE moved promptly to help the states to comply with the new law. Four area workshops with state directors of adult education were held in October and November of 1978 and included representation by one or more members of the National Advisory Council. Issues raised by the new legislation were discussed and methods of preparing the state plans to comply with it were suggested. Late in November the Commissioner of Education announced in the Federal Register a Notice of Intent to Develop Regulations and 10 regional meetings with public participation were held around the country to discuss the new law. The Council was once again at each of these sessions. In addition, more than 200 comments were mailed directly to OE. These were studied by DAE and used in preparing a draft of proposed regulations which was distributed to the states prior to publication in the Federal Register. In January 1979, the Council was involved in assisting in the development of the proposed regulations and reacting to comments from the field. The states and territories used this draft as a guide in preparation of their state plans. The Proposed Rules were published in the Federal Register on June 28, 1979, and the State Plans needed to be submitted by July 1, All states involved more organizations and individuals in preparing their plans than has been the norm in the past. They were in constant touch with DAE by telephone and correspondence and DAE sent its program experts to the states and territories to provide additional guidance. The state plan development process used a variety of methods to achieve the broadened planning participation that the Congress mandated.

Many states used a regional meeting format. Other states set up statewide meetings of representatives of organizations and population groups normally not involved in adult basic education planning. Some states relied on one-on-one meetings. Some used questionnaires. Most states set up special task forces or planning committees. Those which already had state advisory councils used them as a re-

source in the planning process. Most of the response to the opening up of the state planning process came from within the states, but two groups moved at the national level to encourage their representatives in each state to become involved in the planning process. These were the adult educators in the Department of Defense and the educators in American Indian organizations.

State reports indicate that an amazing variety of interests and organizations were involved somewhere, somehow in the drafting of the state plans. These included: Religious organizations, offender rehabilitation officials, handicapped persons and organizations that serve them, migrant workers and groups that serve them, librarians and people who use libraries, CETA officials, bilingual students and teachers, senior citizens and aged service organizations, veterans' organizations, Right to Read staff, representatives of colleges and universities, vocational educators, (public and private), an association of Certified Public Accountants, agricultural educators, an association of bankers, the Cancer Society, a state Beef Council, the Elks, Knights of Columbus and other fraternal groups, a state dental association, a state association of funeral directors, state and local union officials, state and local business and employers' groups, a variety of farm organizations, an association of credit bureaus, environmentalists, alcohol/drug rehabilitation officials, offender rehabilitation officials, state education associations, soil and water conservation district officials, mental health groups, Jaycee's, county and city officials, adult education students and teachers and administrators, representatives of Blacks, Chicanos, Indians and other ethnic groups, military education specialists, United Way officials, representatives of the news media. This random listing is not complete. One state invited 1200 organizations to participate in its planning.

States were encouraged to be flexible in their planning methods and shaped them to fit the special conditions that may affect their expanded delivery program. An examination of the piles of papers reviewed, which range from virtually completed plans to outlines of how the planning process is being conducted, permits some tentative conclusions.

The new law requires the states to bring together a variety of people and organizations which may have been at best only marginally involved in adult education or indifferent to its programs. The new law also meant that the meetings and conferences and requests for cooperation were not merely a notion of the state administrator but were a requirement that had to be met in order to get Federal money. This meant that people with resources for child care, transportation, outreach and dissemination, for example, would be working against the interest of their state if they failed to cooperate in the preparation of the state plan and in its operation. Private and public organization and business and civic resources could be asked to cooperate on the basis of the Federal requirement, not merely on the basis of the desire of the administrator for assistance from these resources.

On the other side of the coin, populations and organizations that may have felt in the past that their suggestions (and even their needs) were ignored or were not welcomed now find their participation legitimized by Federal statute. All of this served, in the argot of the sports pages, to create a new ball game.

And in the early innings that game seems to be going pretty well. Organizations and individuals who have been spectators in the

adult education program have become participants. Resources that have not even been aware of the program before now know about it and many of these are offering to help.

There is another important change. The new law mandates the state to require that local agencies seeking Federal funds must submit plans and meet state as well as Federal requirements. Many states are requiring that local education agencies go through the same open, expanded planning process that has been imposed upon the states. This means that new individuals and organizations are being involved at the local level.

There is a feeling of excitement over this activity. There has not been time to sort out the methods and results of state planning activity into neat summaries and tables. The Council believes that the new law has stirred up enthusiasm and imaginative activity at the state and local level.

A large corporation has offered to pay for additional teachers. Communications media have offered to help in getting word to the target population of the new law about the resources available to help them in their learning. Adult educators and community leaders and community organizations are looking at adult basic education as a deliverer of citizen skills and competencies, not merely as an instructor on how to write and spell and perform arithmetic. One state director said the planning process had caused him to identify helping resources he had not known were in existence. There is something of a "more-the-merrier" spirit. Administrators who have attempted the broadest outreach in their planning seem to be those who are happiest with the results.

Still, plans are promises, not performance, and the time to measure performance under the new legislation is at least a year away. It does seem reasonable to conclude that the state planning process has met the desire of the Congress for broader participation in the planning.

But the bottom line for Congress is, "will the delivery system be expanded in reality as well as on paper, and will it deliver learning to the hard-to-reach, hard-to-motivate, hard-to-teach population that Congress expects the expanded systems to serve?"

The National Advisory Council was involved in the drafting of the new legislation and it has worked closely with the Office of Education and with state directors in the planning process. As a participant, it is encouraged by the present activity and sees the possibility of a new era in adult basic education. But the Council has another role, and that is to be a dispassionate evaluator. In that role it will wait and see. It plans to study the planning process thoroughly and report on it at a later date. And farther down the road, it plans to report on how the new plans have worked out in real life.

It seems clear that the Congress meant for its new legislation to be, to use an appropriate cliche, both a challenge to and an opportunity for the adult education community. Most of that adult education community seems at this early stage to be responding with energy and ingenuity.

The Fine Print of Federal Regulations

FROM THE BIG PICTURE

Last year the Congress passed major legislation which called for a greatly expanded delivery system for adult basic education provided with Federal funds and mandated the participation of a wide variety of institutions, organizations and individuals. This year the U.S. Office of Education (USOE) has been endeavoring to prepare a set of regulations which will require state departments of education and local education agencies to comply with the Congressional mandate and will provide guidance as to how this may be done fairly and efficiently.

It is a fact of life that the language of the fine print in OE regulations may determine whether or not the legislation achieves the intent of the Congress.

The Advisory Council was deeply involved in the drafting of the new legislation. It obtained a large amount of valuable information for the lawmakers and that process has been described in previous reports of this Council. But at the same time the Council was meeting with adult educators at the state and local level to consider statute changes it was also meeting with them to study the effects which the language of existing Federal regulations had upon the programs at the state and local level. When the Division of Adult Education in the U.S. Office of Education was ready to begin preparation of the new rules, the Council was ready to participate in this process in a constructive manner.

In August of 1979, when meetings were held in all 10 DHEW regions to hear public comment on proposed regulations on adult basic education that had been printed in the Federal Register, the Council was represented by members or staff at every meeting.

The process of preparing for these final hearings, as outlined in a memo from Executive Director Eyre to the members, demonstrates the detailed care with which the Council prepared its reaction to the regulations.

MEMORANDUM

July 24, 1979

Dear Council Member:

Last week eight state directors and six Council members met in Washington, D.C. to conduct an initial review of the new Proposed Rules for the Federal Adult Education Act. (Refer to enclosed Agenda.) This meeting was the result of action taken by the Council at the Santa Barbara meeting in preparation for the national rule hearings on August 7. (Refer to memorandum dated July 9, 1979.)

The review meeting with the state directors produced an excellent set of recommendations for consideration by the Council. Those recommendations have been analyzed and compiled into statements of concern for each Section of the Proposed Rules which the directors, the six Council members, and staff agreed needed clarification, modification or elimination.

The enclosed statements are for your review and if you have additions or need to have further dialogue on a particular section, it is suggested that you call me by noon, Monday, July 30, in order that a final format for the August 7 hearing can be developed and mailed to you prior to that session.

The process for the hearing is as follows:

July 19-20, 1979

Twenty-three representatives selected by the Council met in Washington, D.C. to prepare a review response to the Proposed Rules.

July 21, 1979

The action taken by the review group was compiled and a draft set of concerns developed by the staff which reflects the attitudes of the Council.

July 23, 1979

The draft set of concerns was mailed to Council members together with supporting documents.

July 25-30, 1979

Council members are requested to review the draft concerns and call the office (202/376-8892) with any alterations, corrections, or questions relating to the preparation of a final Council statement for the August 7 hearing.

July 31, 1979

The statement of the Council's recommendation will be mailed to each Council member.

August 7, 1979

The regional hearing on Proposed Rules will be conducted at the times and locations specified in the Federal Register notice and the Council memorandum of July 9, 1979. Each Regional Commissioner has received a letter indicating that you are planning to attend the August 7 hearing and requesting that you be provided a short time to present a statement from the Council. (Copy of Regional Commissioner letter enclosed dated July 19, 1979.)

August 8-20, 1979

During this period, the Council member is requested to return to the office a work sheet or any additional comments which were raised at the hearing while you were present. These work sheet documents will be compiled and a reaction developed which will be submitted to the U.S. Office of Education by the close of the comment period.

August 27, 1979

Comment period on Proposed Rules for Adult Education closes.

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There is more than one member assigned to a region and, therefore, an arrangement for coverage in a hearing should be fairly easy. Mr. Wu does need to know from each of you your plans to cover or not to cover the hearing in order that assignments can be made perhaps by other Council members or staff.

From all indications the national hearing process for other education legislation has not been too successful and, in several cases, only a handful of witnesses have attended. In one case, there were no statements submitted. I am hopeful that the U.S. Office of Education and its regional counterparts, together with the state education agencies, will make a strong outreach effort to assure that representatives from agencies, organizations, and associations outside the education community are represented.

The National Advisory Council on Adult Education has a charge in the Federal Act to advise on all phases of the regulation process, and your effort between now and August 27 will, in large measure, fulfill that requirement and the commitments made by the Council when you established the entire process for the reauthorization of Act.

Sincerely yours,

Gary A. Eyre
Executive Director

After the August 7 hearings a revised draft of suggestions containing the input of the entire Council was prepared by the staff, circulated for comments, and sent to the Commissioner of Education. It was 8 pages long and contained general suggestions and specific comments on the proposed regulations.

And what next? The Council will study the state plans to determine the various ways in which the states have proposed to comply with the new law and the new regulations and then it will attempt to learn as much as its own limited budget permits about how things are actually proceeding in the field.

It is appropriate to add at this point that the Council, with a mandate to examine many adult learning operations in addition to adult basic education, shares a common problem with the Division of Adult Education in OE, with state departments of education, and with local education agencies. We are all mandated to do far more than appropriated funds will permit.

Thus the Council has recognized that an over-riding issue in the regulations has been how can they be specific enough to enforce the

intent of the Congress and flexible enough to let adult educators at the state and local level adapt their programs to local conditions in order to get the most out of their limited funds.

The Council hopes and expects that its painstaking attention to the fine print of the federal regulations will be a substantial contribution to improving the big picture of adult basic education.

Synopsis

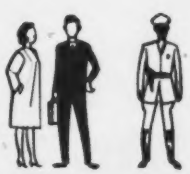
A REPORT TO THE PRESIDENT OF THE UNITED STATES

Elsewhere in this report there are some journalistic "W's"—some "Who's" and "What's" and "Where's" that seek to capsulate the changes that have occured since the Federal Adult Education Act was passed by the Congress.

There are two other well worn "W's" that are part of the responsibility of this Council as well as the responsibility of many other agencies and institutions. "Where there is a Will there is a Way" is a phrase that represents what is almost a national credo. But sometimes we need to turn that phrase around. Sometimes we must recognize that there is a Way but not the Will to use it.

In its adult education legislation, the Congress has authorized a new Way to deliver learning opportunities to our country's least educated adults. It has mandated that this Way be used.

But the Will to use this new Way is not going to come from the statute books. It must come from the hearts and minds of dedicated teachers and administrators. Building and strengthening this vital "Will" henceforth becomes a priority component of the agenda of the National Advisory Council on Adult Education.



The Mandate of NACAE

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

ACTIVITIES

The energies of the National Advisory Council on Adult Education are focused on the growing needs of the adult learners in their quest for civic and work skills. Fully recognizing the myriad of other competing demands for public support of domestic programs, the Council's work is toward a national commitment to wipe out illiteracy and assist our society's economy and its self-governance.

Committees are the backbone of the Council's operation. It is through the committee structure that the Council meets its Congressional charge. Committees are formed by the Council to address specific problems associated with implementing Federal law, seeking remedies to educational disadvantagement and the improvement and expansion of opportunities for recurrent education. Committees have been formed in the areas of governmental relations, legislation, policy and program direction, effectiveness and evaluation, organizational liaison and data collection.

Standing committees operate within the framework of Council-approved functions and responsibilities and limited financing. Each year the committees take stock of their accomplishments and shortcomings against their stated charge.

The Council's Chairman may appoint special or ad hoc committees to give top priority to a specific issue and report findings to the Council as a whole within a short time frame.

Council members are involved at the client and operational levels of adult education through a Council process of "program visitations." Members attend workshops, conferences, seminars and hearings not only as interested observers but in many instances as resource persons dedicated to serving adults and improving adult education delivery. These activities are not in our Nation's Capital, they are on the "firing line" where the interaction is between the student, the teacher, the support staff and administration.

INVOLVEMENT

ANNUAL REPORTS TO THE PRESIDENT

Recommendations are transmitted to the President of the United States with respect to changes in the Act and other Federal laws relating to adult education.

ADVICE

Policy matters and general regulations are addressed by the Council and advice on these matters is forwarded to the education officials in the Federal government.

CONGRESS

The Council is called upon by various congressional committees to present testimony relating to enabling legislation and appropriations.

CRITIQUE

The charge to the Council requires a review of the administration and effectiveness of the various parts of the adult education title.

LINKAGE

In order for the Council to maintain an awareness of the issues and concerns of the population served by the law, a communication system has been established and informa-

tion forums maintained with associations, organizations, and agencies.

CITIZEN INVOLVEMENT

A main ingredient of the Council's operational philosophy is a mechanism for obtaining input on adult education matters from the practitioner and client at the "grass root" level.

COORDINATION

The development of policy recommendations relating to other Federal programs dealing with the same target population as the Adult Education Act is a Council endeavor.

RESEARCH

The Council reviews the research needs of adult education, and if such statistics, demography, or information are not available, the Council takes the initiative in developing proposals and recommendations for research activities.

DISSEMINATION

Research findings, Council reports, state and local program information, and statistics on general adult education are distributed by the Council together with responses to numerous queries concerning adult education.

Presidential Appointees

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

John K. Wu

Betty J. Mage

Mr. John K. Wu, Chairman
Wu Associates, Inc.
Ludlow, Vermont
1976 Appointment

Mrs. Betty J. Mage, Vice Chairman
Director, Clark College Foundation
Vancouver, Washington
1976 Appointment

Archie L. Buffkins

Donald G. Butcher

Dr. Archie L. Buffkins
Assistant Dean for Graduate Studies
University of Maryland
College Park, Maryland
1974 Appointment

Dr. Donald G. Butcher
President, State University of New York
Agricultural & Technical College
Morrisville, New York
1975 Appointment

Gertrude B. Calden

Alton C. Crews

Mrs. Gertrude B. Calden
Vice President, Fund for Santa Barbara City College
Santa Barbara, California
1976 Appointment

Dr. Alton C. Crews
Superintendent of Gwinnett County Schools
Lawrenceville, Georgia
1975 Appointment

Mary A. Grefe

Reuben T. Guenthner

Dr. Mary A. Grefe
National President, American Association
of University Women
Des Moines, Iowa
1974 Appointment

Mr. Reuben T. Guenthner
Assistant State Director for Vocational Education
Bismarck, North Dakota
1974 Appointment

Kyo R. Jhin

Joan E. Kenney

Marshall L. Lind

Eugene L. Madeira

Lane Murray

Arthur L. Terrazas, Jr.

Judith N. Turnbull

Dr. Kyo R. Jhin
Executive Director
Top of Alabama Regional Education Service Agency
Huntsville, Alabama
1975 Appointment

Mrs. Joan E. Kenney
Member, Nevada State Board of Education
Las Vegas, Nevada
1976 Appointment

Dr. Marshall L. Lind
Commissioner of Education, State of Alaska
Juneau, Alaska
1975 Appointment

Mr. Eugene L. Madeira
Program Specialist, Continuing Education
Lancaster School District
Lancaster, Pennsylvania
1975 Appointment

Dr. Lane Murray
Director Dept of Educ & Supt of Windham School Dist
Texas Department of Corrections
Huntsville, Texas
1976 Appointment

Mr. Arthur L. Terrazas, Jr.
Assistant Chairman of Developmental Studies Division
Aims Community College
Greeley, Colorado
1974 Appointment

Mrs. Judith N. Turnbull
Evans-Turnbull Associates
Walnut Creek, California
1974 Appointment

Presidential appointments are made for a three-year term.

Dr. Gary A. Eyre
Executive Director
Washington, D.C.

Committee Structure and Activities

The Council shares with the rest of the adult education community the problem of attempting large tasks with a small budget. In order to reduce travel expense and to make maximum use of the skills and interests of the Council members, a substantial amount of the Council's activities are carried out by committees which conduct a variety of projects, in cooperation with the staff, for final consideration and action by the full Council.

These standing committees are augmented, when circumstances require such action, by ad hoc committees formed for special projects. These bodies record their activities in detailed minutes and appropriate appendices. These records are available for public inspection at the Council offices. The committee structure for the past year, with committee membership and projects is set forth below.

EXECUTIVE COMMITTEE

Chairman: Betty J. Mage
Members: Kyo R. Jhin
Joan E. Kenney
Eugene L. Madeira

Functions and Responsibilities

- Assure fiscal oversight of the Council, its committees and its administrative structure.
- Develop, in accordance with U.S. Office of Education fiscal policy, an itemized budget for the support of Council needs and activities.
- Prepare current financial statements, including budget expenditures and item balances for presentation at Council meetings for Council action.
- Review expenditures and transfers of funds to ensure conformity with Council-approved budgetary items.
- Make recommendations for contracts and services for Council approval.
- In exceptional circumstances between meetings of the full Council, the Executive Committee may act on behalf of the Council in matters relating to policy and expenditures. These emergency actions are subject to ratification by the Council as a whole.

PROGRAM EFFECTIVENESS AND EVALUATION COMMITTEE

Chairman: Eugene L. Madeira
Members: Gertrude B. Calden
Reuben T. Guenthner
Arthur L. Terrazas, Jr.

Functions and Responsibilities

- Review USOE program reporting requirements, data collection mechanisms, information compilation and reports.
- Monitor federal evaluation studies.
- Prepare recommendations concerning evaluation designs including the synthesis of the Council's 311(d) design to evaluate instrument.
- The committee shall make recommendations for action by the Advisory Council as a whole.

The Council Chairman serves on all committees as ex officio.

GOVERNMENTAL RELATIONS AND LEGISLATION COMMITTEE

Chairman: Kyo R. Jhin
Members: Archie L. Buffkins
Donald G. Butcher
Alton C. Crews
Lane Murray

Functions and Responsibilities

- Establish and maintain dialogue with the Executive and Legislative Branches of federal and state government.
- Develop recommendations on federal legislation.
- Develop recommendations on rules, regulations, and guidelines relating to legislation.
- Develop testimony for use before congressional committees and at hearings on pertinent legislation and appropriations.
- Review proposed and/or new education legislation for its probable implications and impact on adult education.
- Receive and review state legislation relating to adult education.
- The Committee shall make recommendations for action by the Advisory Council.

PROGRAM LIAISON COMMITTEE

Chairman: Joan E. Kenney
Members: Mary A. Grefe
Marshall L. Lind
Judith N. Turnbull

Functions and Responsibilities

- Strengthen Council relations with public and private organizations and associations having direct or related concern for adult learning.
- Establish a mechanism for input of information from the field of adult education to the Council, and response by the Council to the field utilizing state advisory councils whenever possible.
- Maintain and strengthen relationships with the wide range of Federal agencies supporting adult learning activities, including liaison with the Deputy Commissioner for Occupational and Adult Education, and the Division of Adult Education, U.S. Office of Education.
- Identify specific issues and concerns in the private sector concerning adult learning which may have impact on the Adult Education Act or be a consideration for future adult learning activities.
- Make recommendations regarding the issues and concerns of the private sector concerning adult learning which have been identified by the committee in terms of the appropriate Federal role.
- Maintain an adult education resource library for Council members.
- The Committee shall make recommendations for action by the Advisory Council as a whole.

On-Site Program Visitations

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

The Council recognizes the necessity and benefits of liaison with appropriate organizations, agencies, and individuals associated with or interested in adult learning.

In order to provide Council members and staff with opportunities to communicate and work with a variety of local, state, regional and national adult educators and observe firsthand adult education clients and practices, the Council has implemented an on-site program visitation format under the primary responsibility of the standing committee and the Council Chairman.

It is from these program visitations that Council members sense the pulse of adult education and learning needs in their own regions and through national meetings, conferences hearings, and institutes. This exposure helps focus the attention of the Council on paramount issues and forms a basis for recommendations and, at the same time, provides citizens with an increased awareness of adult education and the Council.

Visitation locations and visitation content areas for the period June 1978 to August 1979 were:

Seattle, Washington—June 15, 1978
United Indians of All Tribes Foundation Daybreak Star Indian Cultural - Educational Center

Juneau, Alaska—June 19-21, 1978
State GED and ABE Outreach Program and State Plan Development Areas for Alaskan Eskimos

Arlington, Virginia—August 15-16, 1978
National Dissemination Forum and Workshops on Linking with Schools

Winthrop, Maine—August 17-18, 1978
New England Regional Adult Education State Directors Meetings

Issaquah, Washington—August 28-29, 1978
Region X Adult Education Staff Development Conference and Training Program

Washington, D.C.—September 8, 1978
International Literacy Day Conference and Interrelated Issues

Boston, Massachusetts; Atlanta, Georgia; Minneapolis, Minnesota—October 17-19, 1978
National State Directors Workshops on State Plan Requirements and Proposed Regulations

Baltimore, Maryland—October 19, 1978
Maryland State Teachers Association Conference and Maryland Association of Adult Education Annual Meeting

Denver, Colorado—October 20, 1978
Colorado Association for Adult Continuing Education Conference

Portland, Oregon—October 25-28, 1978
National Annual Conference of the National Association for Public Continuing and Adult Education and the Adult Education Associates of U.S.A.

Detroit, Michigan—October 27-29, 1978
Workshop on Urban Research and Planning at the Center for Urban Studies, Wayne State University

Seattle, Washington—November 6-8, 1978
Regional State Plan Workshop involving twelve states and four territories

Collinsville, Illinois—November 13-14, 1978
Department of Corrections School District Adult In-Service Training Program

Alexandria, Virginia—November 15, 1978
Adult Education and Lifelong Learning (ADELL) Clearinghouse Workshop on Project Criteria

Birmingham, Alabama—December 8-10, 1978
Seventh Annual Meeting of the Women's Black Caucus and Program on Urban Policy and Adult Education

Salt Lake City, Utah; Orlando, Florida; Portland, Oregon; Gorham, Maine; Coraopolis, Pennsylvania; Albany, New York; Milwaukee, Wisconsin; Oklahoma City, Oklahoma; Downey, California;—December 1978
State Directors meetings and National Workshops on the Development of Regulations for the Adult Education Act, Notice of Intent to Regulate (NOI) meetings

Nashville, Tennessee—December 6–8, 1978
National Community Education Conference

Hershey, Pennsylvania—January 18–20, 1979
Task Force for the development of a three year state plan

Montgomery, Alabama—January 31, February 1, 1979
Alabama Adult Education State Plan Workshop

New Orleans, Louisiana—February 13–17, 1979
Annual Convention of the American Association of School Administrators

Brownsville, Texas—February 20–23, 1979
Adult Education invitational Workshop on Bilingual Education and English as a Second Language

Flint, Michigan—March 5–8, 1979
National Community Education Workshop

Harrisburg, Pennsylvania—March 12–13, 1979
State Plan Task Force meeting and Program Evaluation Development

San Antonio, Texas—March 15–16, 1979
Regional Adult Learning Center Workshop and Competency-Based Adult Basic Education

Warwick, Rhode Island—March 22, 1979
Region I & II State Directors meeting and Rhode Island Adult Education Association Conference

Missoula, Montana—March 22–24, 1979
Northwest Adult Education Association Education Conference on The Emerging Profession of Lifelong Learning

Chicago, Illinois—April 11–14, 1979
1979 Conference of the Adult Basic Education (ABE) Commission on Future Encounters of the Lifelong Kind

San Francisco, California—April 25–28, 1979
Directions for the 1980's for the National Association for Asian and Pacific Americans

Newark, New Jersey—April 26–27, 1979
Meeting of New Jersey State Adult Education Advisory Council and State Association Annual Conference

New York City, New York—April 29–May 1, 1979
Annual Conference of the New York Association for Continuing and Community Education

Atlanta, Georgia—May 2, 1979
Southern Regional Adult Education Conference and Region IV State Directors meeting

Killington, Vermont—May 3–4, 1979
New England Regional Adult Education Conference and Issue Workshops

St. Louis, Missouri—May 13–15, 1979
Adult Performance Levels and Programs in Correctional Institutions

Alexandria, Virginia—May 20–23, 1979
National Conference of Adult Education State Directors called by the U.S. Office of Education and meeting of the National Council of State Directors of Adult Education

Boston, Massachusetts—May 23, 1979
Industrial Commitments to Education (Polaroid Corporation), Community Education and State Legislation

San Diego, California—June 6–8, 1979
California Adult Competency Education Project Conference

Alexandria, Virginia—July 19–20, 1979
Initial Review of USOE Proposed Rules for the Adult Education Act.

Ten HEW Regional Office Cities—August 7, 1979
Council members were represented at each regional public hearing on the Federal Proposed Rules for the Adult Education Act.

Farmington, Maine—August 9–11, 1979
Region I State Directors Summer Institute

Las Vegas, Nevada—August 14–17, 1979
National Conference for State Administrators of the General Education Development (GED) Examination

Seattle, Washington—August 22–24, 1979
Annual meeting and Workshops of the Education Commission of the States

Meetings of the Council

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

The Council's annual report customarily and properly contains brief summaries of each meeting—the program, official actions that were taken. Detailed minutes are prepared after each meeting and are retained in the files to be available for public inspection. This year the Council decided to augment the customary summaries by reprinting substantial excerpts from one meeting in the belief that this would provide better understanding of the unique contributions that this Advisory Council has sought to make to the President and the Executive Branch and to those directly involved in adult education as administrators, teachers and learners. First are the summaries of the meetings and then an introduction and a condensed version of the minutes of a meeting which focused upon the important subject of urban revitalization and the role of adult education in this endeavor.

Burlington, Vermont (Regional Meeting)
October 5–7, 1978

Each Council member spent a day in a state/local program visitation prior to the full Council meeting. State education officials meeting with Council members were from; Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

The meeting theme of "Diversity By Design" was very appropriate since home tutorial programs, local staff development, state data retrieval, community adult education, and individual reading programs were reviewed and discussed. These topics together with issues of funding had a bearing on the development of proposed regulations to the amended Adult Education Act (The new Act passed in October and was signed by the President November 1, 1978).

The Honorable Richard A. Snelling, Governor of the State of Vermont, met with the Council and through a State Proclamation established an Adult Literacy Day to focus attention on the educational needs of adults who had not completed high school.

There were 63 participants at the Vermont meeting including representatives from each of the six State Education Offices. Major issues raised to the Council in a question and answer forum were associated with:

1. Reporting systems (local and state)
2. matching financial requirements
3. qualitative information
4. public relations techniques
5. state legislative priorities
6. national evaluation and program effectiveness
7. state plan development
8. the Federal Adult Education Act.

In the general Council meeting the Executive Committee made budget allocations for the standing committees. Draft documents for the rules and regulations associated with the reauthorized Adult Education Act were reviewed by the Council and recommendations finalized for the State Plan Development Workshops.

Action was taken by the Council on initiatives developed by members on work sheets for the urban policy project.

In the area of appropriations for the Adult Education Act (FY'80), the Council charged its Governmental Relations and Legislation Committee with the responsibility to develop funding recommendations for each section of the Act.

Washington, D.C.
January 25–27, 1979

This was a "bread-and-butter" session, firming the budget and committee fund allocations, and shaping plans for the year ahead, when regulations were to be drafted for new adult education legislation, and appropriations for this legislation would be sought from a Congress with many new members.

A fiscal year 1979 budget for the Council of $279,900 was adopted. Committee allocations were:

Governmental Relations and Legislative Committee, $12,950.

Program Effectiveness and Evaluation Committee, $9,820.

Program Liaison Committee, $13,450.

The Council also approved requesting a $14,178,312 supplemental appropriation request for the Adult Education Act.

Dr. William F. Pierce, Executive Director, Council of Chief State School Officers, discussed the relationships between the federal government, state education agencies, and local school districts. He noted the support of CCSSO for adult education and urged the Council to support legislation for the creation of a Cabinet Level Department of Education. Council Chairman John Wu presented Dr. Pierce with a plaque in appreciation of his contributions to adult education.

Dr. William Young, assistant to the Deputy Commissioner of Education for the Bureau of Occupational and Adult Education, outlined the Bureau's plans for the year ahead. He described a three-year master plan of the Bureau.

Mr. Charles Lee, Executive Director of the Committee for Full Funding of Education Programs, discussed the Administration's FY–80 budget and the opportunity for Council testimony on adult education appropriations.

Mr. Paul V. Delker, Director of the Division of Adult Education in the U.S. Office of Education, reported on delay in the printing of proposed regulations for the new Adult Education Act and on how state plans would be prepared and evaluated under these circumstances. The Council voted to express its concern to the Secretary of DHEW over the delay in the regulation process.

The Council instructed its Governmental Relation and Legislative Committee to conduct an ongoing review of regulation development.

The Urban Policy Task Force was instructed to continue its development of recommendations on the President's five initiatives and send them to Council members for study and comment.

Chicago, Illinois
April 18–20, 1979

The Council conducted an intensive site visitation and briefing schedule. Before this got under way, the Council members received a 25-page draft of the recommendations of the Task Force on Adult Education and Urban Policy. This was to enable the Council members to relate its contents the these visitations and to be prepared for a thorough discussion of its contents at a later session.

The meeting was held at the Center for Urban Education, an old school that is used as an in-service training school, think tank, and a meeting place for community forums.

The Council members visited four different adult learning activities during the remainder of the day. School officials answered questions about these activities at a later session.

Dr. Joseph P. Hannon, General Superintendent of Schools, City of Chicago, gave the Council an unusual presentation of the problems facing urban schools and of the strength of urban resources.

Dr. Keith Lape, State Director of Adult Continuing Education, and Duane Rankin,

President of the Illinois Adult and Continuing Education Association, described Illinois state adult learning problems and programs.

Mr. Paul Delker, Director of the Division of Adult Education in the U.S. Office of Education, reported on changes in staff organization and on progress in the development of state plans.

After thorough discussion, the Council adopted the recommendations of its Task Force on Adult Education and Urban Policy.

Note: This summary is amplified in a condensed version of the official minutes of the meeting which are printed following the summary of the Council's June meeting in California.

Santa Barbara, California
June 21–23, 1979

California adult education has long been recognized by practicing adult educators as an exemplary program. State and local financial support is second to none in the United States and the benchmark of the program is that it is comprehensive in nature.

The National Advisory Council on Adult Education selected Santa Barbara as a meeting site in order to afford members and staff the opportunity to examine firsthand a program which involved many facets of local governance and education in a curriculum which has offerings for every segment of the community's adult population.

Council members visited a work training program concerning pre-vocational and vocational skills for handicapped adults in preparation for jobs in the competitive labor market.

An extensive visitation was made to the Santa Barbara City College adult program which operates in 90 locations and serves over 33,000 adult students per year. An overview of the program exposed the members to 26 different major adult courses and the involvement of the Santa Barbara 40 member advisory council. Course offerings in the program included:

1. Lecture series.
2. Evening high school.
3. Music, drama, and theater.
4. Arts and crafts.
5. Speaker forums.
6. Workshops on social issues.
7. Academic skill center.
8. Health, recreation, and leisure time.
9. Dancing and international folk dancing.
10. Museums.
11. Critical issues of economics.
12. Retirement.
13. American democracy.
14. City Council issues.
15. Industrial revolution.
16. Adult basic education.
17. World, national, and local affairs.
18. Humanities and philosophy.
19. English, literature, and writing.
20. Mind and super mind.
21. Understanding our children.
22. Foreign language.
23. Performing arts and fine arts.
24. Home and family living.
25. Business education.
26. Technical vocational.

The program provided members with a "hands on" opportunity to view an expanded delivery system. This exposure assisted the Council in addressing the "outreach" concepts of the new Federal Proposed Rules.

The Director of Adult Education Field Service for the California Department of Education met with the Council and outlined the state's long range plan for adult education and the state plan for the use of Federal adult education funds under P.L. 95–561. The result of

California's Proposition 13 was examined and the effect of the proposition on adult education services.

The California and more specifically the Santa Barbara program was intensive, inexpensive, convenient for the client, and responsive to community needs.

During the meeting, a process for reviewing and developing recommendations on the Federal Proposed Rules was finalized and the framework for a national public hearing response document initiated.

Because of California's experiences in education with adult Indochina refugees, a strategy for financial assistance was discussed and recommendations for appropriations finalized as a part of the Federal Labor/HEW FY-81 Appropriation Bill.

The Council in Action at Chicago

COUNCIL COMPLETES DETAILED PROJECT ON URBAN PROGRAMS

The National Advisory Council on Adult Education attempts to carry out its duties in a variety of ways. There are ad hoc and standing committees which work on specific projects. (See "Committee Actions and Activities.) The members of these groups exchange views by mail and hold meetings and submit written and oral reports to the full Council. Council members attend relevant conferences and seminars and visit adult learning operations throughout the year. When the Council meets it attempts to utilize the resources of the meeting site to obtain new information. Usually there is a special theme for each meeting.

The activities of members and committees are recorded in written reports and the full meetings of the Council are described in complete minutes, backed up by extensive appendix material.

In 1979 two of the major efforts of the Council have involved the preparation of a comprehensive report on Adult Education and Urban Policy and a sustained, carefully planned effort to assist in the drafting of Federal regulations that will enable adult educators at the state and local level to accomplish the intent of the Congress in the 1978 amendments to the Adult Education Act. Elsewhere there is an account of the activities involving the regulations. This section of the annual report seeks to give the reader a grasp of how the Council wound up its study of adult education and urban policy at a meeting in Chicago where it combined a review of adult education activities in an urban setting with questioning of state and local education officials and a discussion of the final draft of a special study.

The minutes of that meeting follow. They have been edited to conserve space, but have not been rewritten. Pertinent appendix material has been included. The intention is to give the reader an understanding of how the Council operates.

PENNSYLVANIA BLDG. RM. 323
425 - 13TH STREET, N.W.
WASHINGTON, D.C. 20004

FEDERAL REGISTER, VOL. 44, NO. 56—WEDNESDAY, MARCH 21, 1979

[4110-02-M]

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

Meeting

AGENCY: National Advisory Council on Adult Education.

ACTION: Notice of Meeting.

SUMMARY: This notice sets forth the schedule and proposed agenda of a forthcoming meeting of the National Advisory Council on Adult Education. This notice also describes the functions of the Council. Notice of this meeting is required under the Federal Advisory Committee Act (Pub. L. 92-463, Sec. 10(a)(2)).

DATE: April 18, 1979, Noon to 6:00 p.m., Standing Committee Meetings, 7:30 p.m. to 10:00 p.m., Executive Committee Meeting, April 19-20, 1979, 9:00 a.m. to 5:00 p.m.; April 21, 1979, 9:00 a.m. to Noon.

ADDRESS: April 18, 1979, The Continental Plaza, North Michigan at Delaware, Chicago, Illinois; April 19-21, 1979, Center for Urban Education, Chicago Public Schools, 160 West Wendell Street, Chicago, Illinois.

FOR FURTHER INFORMATION CONTACT:

Dr. Gary A. Eyre, Executive Director, National Advisory Council on Adult Education, 425 13th St., N.W., Washington, D.C. 20004 (202/376-8892).

SUPPLEMENTARY INFORMATION: The National Advisory Council on Adult Education is established under Section 313 of the Adult Education Act (20 U.S.C. 1201). The Council is directed to:

Advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans under section 306 and policies to eliminate duplication, and to effectuate the coordination of programs under this title and other programs offering adult education activities and services.

The Council shall review the administration and effectiveness of programs under this title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to adult education activities and services). The President shall transmit each such report to the Congress together with his comments and recommendations.

The meeting of the Council shall be open to the public.

The proposed agenda includes:

Program Visitations at Urban Education Facilities.
Committee Reports.
Recommendations on Adult Education and Urban Policy.
Orientation Format.
Annual Report.
Adult Education Appropriations.

Records shall be kept of all Council proceedings, and shall be available for public inspection at the Office of the National Advisory Council on Adult Education, 425 13th St., N.W., Suite 323, Washington, D.C. 20004.

Signed at Washington, D.C. on March 14, 1979.

GARY A. EYRE,
Executive Director, National Advisory Council on Adult Education.

[FR Doc. 79-8380 Filed 3-20-79, 8:45 am]

COVER

MINUTES

OF THE

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

April 18–20, 1979

The Continental Plaza
The Center for Urban Education

Chicago, Illinois

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APRIL 18, 1979
Chicago, Illinois

EXECUTIVE COMMITTEE MEETING

Council Members Present:	Betty J. Mage, Chairman Kyo R. Jhin Eugene L. Madeira John K. Wu (Ex Officio)
Council Member Absent:	Joan E. Kenney
Staff Present:	Gary A. Eyre, Executive Director Helen G. Banks, Administrative Assistant
Meeting Place:	The Continental Plaza Chicago, Illinois
Time:	7:30 p.m. to 9:30 p.m.

Mrs. Betty Mage, Chairman of the Executive Committee, called the meeting to order.

Mr. Wu informed the Executive Committee that the Urban Policy Task Force had met with Dr. Buffkins during the afternoon to complete recommendations for the Urban Policy document.

Mrs. Mage reviewed the minutes of the Executive Committee Meeting of January 25, 1979, which was held at the Hotel Washington, Washington, D.C. The review of those minutes together with discussion on the Executive Committee Meeting of March 16–17, 1979, in Kansas City, Missouri provided the committee with budgetary background.

Dr. Kyo Jhin moved acceptance of the minutes of the Executive Committee for the Kansas City meeting. The motion was approved.

Mrs. Mage indicated that an Executive Order from the President to all government agencies required a reduction in travel categories of 20%. She explained that the reduction does not change the Council's total budget amount for FY-79.

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The Council's final budget for the year must reflect that reduction in the travel category.

The Executive Committee reviewed the Council's budget dated April 18-21, 1979, and a committee budget report dated April 16, 1979.

Dr. Jhin moved acceptance of the budget for presentation to the Council. The motion passed.

Dr. Eyre discussed the compensation categories of the budget and indicated it would be necessary to transfer funds into that category because of the Santa Barbara meeting and because the Annual Report and Urban Policy expenditures were charged to "other Council business."

Mr. Wu stated that Mr. Califano's recommendations for appointments to the Council had been forwarded to the White House Office of Personnel on April 12, and that it would be at least six to eight weeks before final name selection will be made.

The Executive Committee reviewed the agenda for the Council meeting and Dr. Eyre discussed the various site visitations which would be conducted on Thursday.

Members of the Executive Committee expressed their concern for a smooth transition of officers and new Council members. The committee reviewed their discussion from the Kansas City meeting at which time the Executive Committee expressed a desire to continue with the present officers after the June meeting. Mrs. Mage recommended that the Executive Committee make a motion to the Council that would provide for the existing officers to continue to hold their present elected positions until new appointees have been named and an orientation session has been held. The committee agreed that after the appointments and the orientation, the new members would elect a new chairman and vice chairman at their first meeting to be held at a late summer or early fall meeting. The committee agreed to the presentation of this concept to the Council.

The committee agreed that a motion should be made to the Council which would recommend that the orientation sessions would include new members plus the five continuing Council members.

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The committee discussed a recommendation to the Council which would suggest that the present Committee Chairmen remain in their positions until after the election of new officers.

Dr. Eyre indicated that he had not procured the services of an individual for the final codification of Council minutes. However, he indicated that a report would be given on the codification project at the Santa Barbara meeting.

Mr. Madeira reported that he had met with USOE officials dealing with field testing assessment instruments to be used by Development Associates. He stated that recommendations would be made in his committee report concerning endorsement of the Development Associates study.

Mrs. Mage stated that the final cost for the Assessment publication had not been received from GPO and, therefore the FY-78 budget could not be closed. She indicated that the vice chairman had been given authority to close out the budget and that would be accomplished when a final bill is received.

Dr. Eyre indicated that the Governmental Relations Committee had the Council approve a $14,178,312 state grant appropriation request for 1980. He stated that the Council needed to revise that figure since the appropriations committees had requested that the Council testify for FY-81 funds. The committee and staff revised the Congressional appropriation request based on program growth and new populations to be served. The Executive Committee recommended that the Council adopt a $25.5 million state grant program request for FY-81. The recommendation was accepted by consent.

With no further business to come before the Executive Committee, Mrs. Mage declared the meeting adjourned at 9:30 p.m.

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April 19, 1979
The Center for Urban Education
Chicago, Illinois

OPENING BUSINESS SESSION

The Council meeting convened at 9:20 o'clock a.m., Mr. John K. Wu, Council Chairman, presiding.

Council Members Present:	Archie L. Buffkins Gertrude B. Calden Alton C. Crews Reuben T. Guenthner Kyo R. Jhin Eugene L. Madeira Betty J. Mage Judith N. Turnbull John K. Wu
Council Members Absent:	Donald G. Butcher Mary A. Grefe Joan E. Kenney Marshall L. Lind Lane Murray Arthur L. Terrazas, Jr.
Staff Present:	Gary A. Eyre, Executive Director Helen G. Banks, Administrative Assistant

Guests Present: Samuel C. Brightman, Editor, Today Publications, Washington, D.C.
Tom Corcoran, Center for Urban Education, Chicago, Illinois
Gib Hentschke, Center for Urban Education, Chicago Illinois
Joseph Herschander, Chicago Public Schools, Chicago, Illinois
Samuel Huffman, Urban Skills Institute, Chicago, Illinois
Petyon S. Hutchison, Urban Skills Institute, Chicago, Illinois
Orlando A. Ponzio, City Colleges of Chicago, Chicago, Illinois
Mike Quinn, Chicago Public Schools, Chicago, Illinois
Salvatore G. Rotella, Chicago City-Wide College, Chicago, Illinois
Phil Viso, Chicago Public Schools, Chicago Illinois

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The meeting was called to order by Mr. John K. Wu who noted for the minutes that a quorum was present and the Council could conduct its business. He introduced Dr. Gib Hentschke, Director of the Center for Urban Education.

Dr. Hentschke welcomed the Council to Chicago, and specifically to the Center. He explained the size the school district and that over 50,000 employees utilized the Center as an inservice training school, think tank, and for community forums.

Dr. Eyre reviewed the Council agenda and explained the site visitation format. The Executive Director introduced the Council members to the guests.

Dr. Buffkins, Chairman of the Task Force on Adult Education and Urban Policy, distributed to the Council members a twenty-five page document containing the committee's recommendations, concerns, and comments on the President's Urban Policy. He requested that Council members review the document and be prepared to discuss each of the five initiatives on Friday.

Mr. Orlando A. Ponzio, Assistant Vice Chancellor for Adult/Continuing Education of the City Colleges of Chicago, presented an overview of the City College program which included:

1. A history of the responsibility of the City College program for adult education.
2. Program statistics including growth factors reflecting a 35% increase in adult education enrollments between 1976 and 1978.
3. Seventy-four thousand students—1979.
4. Central coordination between the seven campuses and adult education began in November 1976.
5. Overview of central administration.
6. Description of special interest courses which were not state supported.
7. Programs for the handicapped.
8. Teacher certifications requirements.
9. Two-hundred fifty thousand students in the community services program.

Mr. Ponzio responded to several questions from Council members concerning the qualitative aspects of the City College system. Mr. Ponzio indicated that the system had not completed follow-up studies and generally only dealt with quantitative figures.

The Council discussed with Dr. Salvatore G. Rotella, President of the City-Wide College, his credit level program. Dr. Rotella used graphics to show the location and outlay of the system and the relationship with the industrial and business sector. He also discussed programs with governmental agencies, CETA, the police department, Cook County Department of Corrections, child development programs, health services, environmental sciences, television and the media, career development, programs for the handicapped both in institution and in the home. Dr. Rotella provided the Council members with a report on the City-Wide College program which included course information and enrollment figures.

Dr. Peyton S. Hutchison, President of the Chicago Urban Skills Institute, and Dr. Samuel Huffman, Provost from the Institute, gave the Council a brief overview of the Institute's program. Highlights were:

1. A computer assisted Center.
2. Four-hundred twenty-five outpost programs.
3. Ten skill institute regions in the city.
4. Full time scheduling.
5. Relationships with the city schools and college.
6. GED TV program.
7. Funding.
8. ABE-APL.

Mr. Phil Viso, Assistant Superintendent of Schools, Chicago Public Schools, and Mr. Mike Quinn, Director of Adult Employment and Training Program, presented a slide tape which highlighted the public school apprenticeship and training program together with the Washburne Trade School.

Site Visitations:

At 11:45 a.m. the Council left the Center for Urban Education and was transported to the Washburne Trade School for a tour of the facilities which are for post high school and young

adults entering the skill trades. Trade school programs visited were associated with craftsmanship in wood, metal, plaster, home construction, solar energy, painting, architecture, culinary, printing, restaurant and hotel management, and engine repair. Mr. Ralph Cusick, Principal of the Washburne Trade School, conducted the tour. The final area on the tour included the electronics and television program studios.

Upon leaving the Washburne Trade School, Council members then toured the Jackson Adult Education Center and were hosted by the Principal, Mr. Mike Lagattuta. The Jackson Center program involves adults in basic skills, GED, and ESL programs. Several classrooms were visited and ABE materials examined with the students.

During the late afternoon, Council members visited the Dawson Skills Center of the Urban Skills Institute at which time Dr. Hutchison and Dr. Huffman completed a tour of the facilities for the Council. In addition to examining skill development programs, the Council was informed about services dealing with counseling, tutoring, child care, veterans affairs, placement, handicapped services, and adult student records.

The final visit of the day was at the Career Development Center of the City-Wide College program. Staff members from Dr. Rotella's program discussed student assessment procedures, career counseling, community services, and GED programs.

April 20, 1979
The Center for Urban Education
Chicago, Illinois

SECOND GENERAL SESSION

The Council meeting convened at 9:25 o'clock a.m., Mr. John K. Wu, Council Chairman, presiding.

Council Members Present:	Archie L. Buffkins Gertrude B. Calden Alton C. Crews Reuben T. Guenthner Kyo R. Jhin Eugene L. Madeira Betty J. Mage Judith N. Turnbull John K. Wu
Council Members Absent:	Donald G. Butcher Mary A. Grefe Joan E. Kenney Marshall L. Lind Lane Murray Arthur L. Terrazas, Jr.
Staff Present:	Gary A. Eyre, Executive Director Helen G. Banks, Administrative Assistant
USOE Delegate:	Paul V. Delker, Division of Adult Education/USOE, Washington, D.C.

Guests Present: Samuel C. Brightman, Editor, Today Publications, Washington, D.C.
Tom Corcoran, Center for Urban Education, Chicago Illinois
Joseph P. Hannon, Superintendent of Schools, Chicago, Illinois
Gib Hentschke, Center for Urban Education, Chicago, Illinois
Joseph Herschander, Chicago Public Schools, Chicago, Illinois
Samuel Huffman, Urban Skills Institute, Chicago, Illinois
Peyton S. Hutchison, Urban Skills Institute, Chicago, Illinois
Keith R. Lape, Illinois Office of Education, Springfield, Illinois

Juliette N. Lester, Region V, Office of Education, Chicago, Illinois
Julie Madeira, Lancaster, Pennsylvania
Ruth Madeira, Lancaster, Pennsylvania
Charles Mage, Vancouver, Washington
Orlando A. Ponzio, City Colleges of Chicago, Chicago, Illinois
Mike Quinn, Chicago Public Schools, Chicago, Illinois
Duane Rankin, Illinois Adult & Continuing Education Assoc., Venice, Illinois
Salvatore G. Rotella, Chicago City-Wide College, Chicago, Illinois
Phil Viso, Chicago Public Schools, Chicago, Illinois

Mr. John K. Wu, Council Chairman, called the meeting to order and reviewed the minutes of the January 1979 Council meeting held at the Hotel Washington, Washington, D.C.

Dr. Kyo Jhin moved approval of the minutes, seconded by Dr. Buffkins, and passed.

Mr. Wu reviewed the status of the new Council appointments and indicated that Mr. Califano's recommendations had been forwarded to the White House and that appointments would not be made for at least eight weeks.

Executive Committee Report:

The budget document was reviewed and Mrs. Mage discussed line item budget figures and projected expenditures together with the committee budget report. The vice chairman stated that a cut would be necessary in travel, however, that would not reflect the total budget allotment for the year. Mrs. Mage moved that the Council transfer funds from the Program Liaison Committee to the contract consultant category. The motion was passed.

Mrs. Mage explained to the Council the discussions which were held at the Kansas City and Chicago Executive Committee meetings concerning the election process. Mrs. Mage indicated that the Executive Committee recommends that the chairman and vice chairman continue to hold their present elected positions until

such time as new members are appointed, an orientation session held, the oath of office administered, and the first meeting of the new members held. Mrs. Calden moved acceptance of the Executive Committee's recommendation, seconded by Kyo Jhin, and passed.

Mrs. Mage reviewed an orientation format (refer to page 6, Executive Committee minutes, March 16, 1979) and suggested that an orientation schedule follow a preliminary format outlined by the Executive Committee. Mrs. Mage, on behalf of the Executive Committee, moved that the orientation of new members be the responsibility of Council members appointed in 1976. The motion passed.

Mrs. Mage moved acceptance of the Executive Committee report, including the budget document. The motion passed.

Executive Director's Report:

Dr. Eyre discussed the following five items:

1. The legislative process for the House and Senate Appropriations for adult education in FY-81 (recommendation on dollar amount to be made by the Committee on Governmental Relations and Legislation).
2. Development of orientation materials including codification of Council policy.
3. Re-establishment of the Executive Directors group.
4. Status report on staff.
5. Professional staff development. Dr. Eyre's trip to England had to be postponed because the British National Advisory Council had changed their meeting date for his visitation to mid October of 1979.

Regional Activities:

Dr. Juliette N. Lester, Regional Commissioner for Educational Programs, discussed with the Council the structure of the regional offices and their relationship to the states and the Washington based USOE staff. Dr. Lester also presented a listing of the Regional Commissioners and a conference summary report on urban high school reform. The 32 page conference summary report was presented to each Council member and a copy is filed in the Council office.

General Superintendent of Schools:

Dr. Archie L. Buffkins introduced the General Superintendent of Schools by giving an overview of Dr. Hannon's background and his commitment to urban education, his compassionate philosophy for students at all levels, and his courageous stand for sound education principles.

Dr. Joseph P. Hannon, General Superintendent of Schools, City of Chicago, presented remarks titled "A Portrait: Chicago, Its Schools and Urban Education." Dr. Hannon's 29 point outline is noted in the appendix. The Superintendent discussed the demographic characteristics of the school district and the issues facing urban schools, not only in Chicago but other major city school systems. He related to the cooperative efforts between the school district, the city college program, and business and industry. He responded positively to the Council's efforts in addressing the federal government's urban policy initiatives.

State Activities:

Dr. Keith Lape, State Director of Adult Continuing Education, discussed the need for continued federal support under the Adult Education Act and applauded the Council for its work in presenting testimony for FY-81. He stated that the $100 million level would provide over $5 million to the State of Illinois which represents a $500,000 increase over FY-79 funding. He reported that the State Board of Education is seeking a 35% increase in state funding for adult and continuing education. Dr. Lape introduced Mr. Duane Rankin, President of the Illinois Adult and Continuing Education Association. Mr. Rankin explained functions of the association and their co-sponship of the national ABE Commission meeting which was held in Chicago in early April. He discussed the activities of the 39 member state advisory council and a recent publication which they had completed dealing with the state's apprenticeship program.

Program Visitation Debriefing:

A panel composed of Dr. Huffman, Dr. Hutchison, Mr. Quinn, Dr. Rotella, and Mr. Viso answered questions from Council members concerning programs and facilities which were visited on Thursday. Items of discussion included lack of state and local financial support, recycling adults in CETA programs who were not placed, goals for CETA, qualitative data, agency coordination, guaranteed employment, and trade school concepts.

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USOE Report:

Mr. Paul V. Delker, Director of the Division of Adult Education, outlined the present staff assignments within the Bureau of Occupational and Adult Education. He discussed the functions of those individuals in his division who were in new responsibilities as a result of recentralization.

The Director indicated that the Office of Education would be responding to the Council's recommendations from October on An Assessment of the Federal Adult Education Act Program.

A draft copy of the proposed regulations were discussed and Mr. Delker indicated that sign-off and printing of the proposed rule making should take place in mid June after which time regional meetings would be held for public hearings on the regulations.

A 2½ day meeting on data requirements was outlined by Mr. Delker which related to program and financial reporting and annual report forms. He indicated that Mr. Madeira and Dr. Eyre attended those meetings and that the Council's Executive Director had contacted Mr. Perkins concerning adequate data collection on the adults participating in the program.

The National Conference of State Directors of Adult Education was outlined by Mr. Delker which will be held in the Washington, D.C. area in late May. Topics to be discussed by the state directors are:

A. New Mandates in Adult Education.
B. Planning and Evaluating Adult Education Programs.
C. Looking Ahead in Adult Education.
D. Expanding Adult Education Services to the Least Educated and Most in Need.
E. Accountability in Adult Education.
F. Adult Education Instructional Concerns
G. Adult Education Program Improvement.

Mr. Delker discussed the present status of the submission of state plans to the Office of Education. He indicated that it appeared that most plans would meet the submission deadline, however, several states had significant work to complete on their plans in the area of state plan development participation.

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Urban Policy:

Dr. Buffkins, on behalf of the Task Force on Adult Education and Urban Policy, indicated that the policy paper had been prepared through a series of Task Force meetings, two Council sessions, three worksheet returns from the Council, and one White House meeting with Urban Policy officials.

He said the document contains nine comments, thirty-six concerns, and sixty-seven recommendations to the President's five framework initiatives. The document has as its primary purpose an instrument for the creation of an atmosphere for dialogue with the President's Urban Policy assistants.

Dr. Buffkins briefly reviewed each of the major recommendations in the five initiatives. The Task Force was complimented for the thoroughness of the document, and the manner in which it was presented.

As part of the Task Force report, Dr. Buffkins made the following recommendation: The Task Force transmits this report to the Council and recommends its acceptance. The Task Force recommends that each Council member jointly sign a transmittal letter to President Carter. With acceptance of the report, the Task Force recommends that the document be printed (edit changes will be made) and disseminated to Congressional, governmental, and educational interested and concerned parties. Upon the implementation of these recommendations, the Task Force will have completed its charge and we recommend the termination of the Task Force at that time.

Mrs. Mage moved that the Council accept the report of the Task Force, with compliments, and that the report be transmitted to the President. The motion was seconded by Mrs. Calden, and passed.

Governmental Relations and Legislation Committee Report:

Dr. Jhin explained to the Council that a $25.5 million request was necessary for FY-81 in the state grant program. This would modify the original Council recommendation of $14.2 million since that was developed for FY-80. Dr. Jhin recommended that the Council approve the $25 million recommendation and the testimony before the Senate Committee which was presented by Mrs. Mage. A motion to that effect was made by Dr. Jhin, seconded by Mr. Madeira, and passed.

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Dr. Jhin indicated that testimony would be given to the House Subcommittee later in the month and that arrangements had been made by Dr. Eyre to have Mr. Patten introduce an amendment to restore the Adult Education Act funds to at least the level of FY-80. Mr. Patten (D-N.J.) raised several questions on the adult education appropriation level when Secretary Califano testified before the Subcommittee.

Mr. Madeira indicated that the Council should support a higher organizational level for adult education activities within the new Department of Education.

Dr. Buffkins moved that once the Education Department bill passed, the Council communicate immediately with the White House concerning the organizational structure for the Department and a Bureau Status level for adult education. The motion was seconded by Mr. Madeira, and passed.

Dr. Jhin moved acceptance of the Committee report, including the Education Division's appropriation request. The motion was seconded by Dr. Buffkins, and passed (Refer to Appendix).

Program Effectiveness and Evaluation Committee Report:

Mr. Madeira highlighted the three-day workshop meeting on the USOE adult education reporting system. A copy of the annual report form is attached to the original Committee Report. Dr. Buffkins questioned the advisability of eliminating questions concerning participation and performance data. Mr. Madeira explained that the Office of Education would be proposing other methods for the gathering of individual participation information. Mr. Guenthner stated that he would like the Office of Education or NIE to consider qualitative data (Refer to Appendix).

Mr. Madeira indicated that the committee would ask Mr. Delker to give an update report on the state data collection system at the next Council meeting since the action proposed at the data workshop was a recommendation from the Division, and had not been acted upon by USOE.

Mr. Madeira stated that he would meet with Dr. Towey during the State Directors meeting to examine the Q (qualitative) aspects of the data collection form.

Mr. Madeira made the motion that representatives of his committee attend the Annual State Directors meeting in Washington, D.C. since that meeting would involve evaluation and reporting systems. The motion was seconded by Dr. Buffkins and passed.

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Mr. Madeira gave each Council member a copy of a memorandum he had sent to Mr. Wu and Dr. Eyre concerning the field testing of various assessment instruments by Development Associates. He indicated that Development Associates would be forwarding their assessment instrument recommendations to the Office of Management and Budget for clearance. Mr. Madeira recommended that the Council provide an endorsement to Development Associates for the instrument since the company was utilizing the Council's 311(d) project items.

Mr. Madeira moved acceptance of the committee report, seconded by Dr. Jhin, and passed.

Program Liaison Committee Report:

On behalf of the Committee, Mrs. Turnbull presented the Committee report and asked Dr. Eyre to clarify the status of the Council Information Brochure. Dr. Eyre indicated that the brochure was to be delivered the first of the week and would be disseminated immediately. Mrs. Turnbull asked acceptance of the Committee report, seconded by Mrs. Calden, and passed (Refer to appendix).

Annual Report Ad Hoc Committee Report:

Dr. Crews submitted the Ad Hoc Committee Report and discussed the major content areas. The report was accepted by the Council on a motion made by Mrs. Mage, seconded by Mr. Madeira. Suggestions to the report were made by Mrs. Turnbull concerning not using a Presidential seal on the cover. Mrs. Mage suggested that a graphic be used to carry the theme of the Annual Report throughout the document and that it should not be the Presidential seal (Refer to Appendix).

June Council Meeting:

Mrs. Calden briefly reported on arrangements for the June Council meeting to be held in Santa Barbara in conjunction with Santa Barbara City College. The Executive Committee meeting will begin the afternoon of June 21 with the full Council sessions scheduled for June 22–23. Mrs. Calden described travel and lodging arrangements which would need to be made and the visitation to the Work Training Program, Inc.

Adjournment:

5:40 p.m.

APPENDIX

MEETING AGENDA
April 18–21, 1979

The Center for Urban Education
160 West Wendell Street
Chicago, Illinois
(312) 641-8320

The Continental Plaza
North Michigan at Delaware
Chicago, Illinois
(312) 942-7200

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CHICAGO COUNCIL MEETING
Center for Urban Education
and
The Continental Plaza Hotel
April 18–21, 1979

Wednesday, April 18, 1979

a.m. Travel to Chicago

COMMITTEE MEETINGS

3:00 p.m. Urban Policy Task Force (Dr. Buffkins' Room)
Dr. Buffkins, Chairman
Dr. Butcher
Mrs. Calden
Dr. Grefe
Mr. Wu (Ex Officio)

4:00 p.m. Committee on Program Effectiveness & Evaluation (Mr. Madeira's Room)
Mr. Madeira, Chairman
Mrs. Calden
Mr. Guenthner
Mr. Terrazas
Mr. Wu (Ex Officio)

7:30 p.m. Executive Committee Meeting (Regent 3 Room, 3rd Floor of Hotel)
Mrs. Mage, Chairman
Dr. Jhin, Governmental Relations & Legislation Committee
Mrs. Kenney, Program Liaison Committee
Mr. Madeira, Program Effectiveness & Evaluation Committee
Mr. Wu, (Ex Officio)

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Thursday, April 19, 1979

8:45 a.m. Depart for Center for Urban Education (Taxi)
160 West Wendell Street
(312) 641-8320

9:00 a.m. Center for Urban Education
101 Conference Room—Coffee

9:10 a.m. Opening Council Session
Introductory Remarks—Mr. Wu
Welcome & Center Overview—Chicago Public School Official
Agenda Review—Dr. Eyre

9:45 a.m. General Adult Education—An Overview of the City College Program
Mr. Orlando A. Ponzio
Assistant Vice Chancellor
Adult/Continuing Education
City Colleges of Chicago

Chicago City-Wide College
Dr. Salvatore G. Rotella
President, City-Wide College

Urban Skills Institute
Dr. Peyton S. Hutchison
President, Chicago Urban Skills Institute

Dr. Samuel Huffman
Provost, Urban Skills Institute

10:45 a.m. Adult Employment/Training Programs & Vocational/Career Education
Mr. Phil Viso
Assistant Superintendent of Schools
Chicago Public Schools

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Thursday, April 19, 1979 (Continued)

10:45 a.m.	Mr. Mike Quinn Director, Adult Employment & Training Programs Chicago Public Schools
11:45 a.m.	Depart for Washburne Trade School (Bus transportation furnished) 31st and Kedzie Street (Post high school/young adults entering skill trades)
12:15 p.m.	Tour of the Trade School
2:10 p.m.	Jackson Adult Education Center (Daily programs of ESL & basic education)
2:45 p.m.	Dawson Skills Center 39th & State Street
3:30 p.m.	Career Development Center 185 Wabash Street (Assessment center, GED/TV, library, and community service activities for adults)
4:45 p.m.	Conclusion of Program Visitation Return to Hotel
7:00 p.m.	Evening Visitations—Member with Program Sponsor

Friday, April 20, 1979

8:45 a.m.	Depart for Center for Urban Education 160 West Wendell Street
9:00 a.m.	Center for Urban Education 101 Conference Room—Coffee
9:15 a.m.	Opening Business Session Executive Committee Report—Mrs. Mage Executive Director's Report—Dr. Eyre

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Friday, April 20, 1979 (Continued)

10:15 a.m.	Break
10:30 a.m.	Regional and State Activities Ms. Juliette N. Lester Regional Commissioner for Educational Programs Dr. Keith Lape State Director, Adult & Continuing Education State Office of Education
11:00 a.m.	A Portrait: Chicago, Its Schools and Urban Education Dr. Joseph P. Hannon General Superintendent of Schools
12:30 p.m.	Lunch
1:30 p.m.	Program Visitation Debriefing Panel: Sam Huffman Peyton Hutchison Mike Quinn Sal Rotella Phil Viso
2:45 p.m.	Break
3:00 p.m.	Ad Hoc Committee Report—Urban Policy and Adult Education Dr. Archie Buffkins, Chairman
3:45 p.m.	Governmental Relations & Legislation Committee Report Dr. Kyo Jhin, Chairman
4:15 p.m.	Program Effectiveness & Evaluation Committee Report Mr. Eugene L. Madeira, Chairman

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Saturday, April 21, 1979

8:45 a.m.	Depart for Center for Urban Education 160 West Wendell Street
9:00 a.m.	Center for Urban Education 101 Conference Room—Coffee
9:15 a.m.	Program Liaison Committee Report Mrs. Joan Kenney, Chairman
9:45 a.m.	Annual Report Briefing Dr. Lane Murray
10:15 a.m.	HEW/USOE Report Mr. Paul V. Delker
11:00 a.m.	June Meeting Format Other Council business
Noon	Adjourn

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REPORT OF THE COMMITTEE ON GOVERNMENTAL RELATIONS & LEGISLATION
April 20, 1979

On March 28, 1979, the Advisory Council was represented before the Senate Labor-HEW Appropriations Subcommittee by Mrs. Betty Mage. The testimony requested an additional $25,525,000 in the FY'80 budget for use in the state grant program in FY'81.

During the last Council meeting, a motion was passed (January 26, 1979) authorizing a request of $14,178,312 for the FY'79 supplemental or FY'80 program year. Since the Congress did not accept FY'79 budget requests for adult education this spring and further would not entertain a program increase for FY'80, the Committee on Governmental Relations & Legislation, together with the Chairman and Vice-Chairman, informed the Executive Director to develop testimony reflecting a level of appropriation for FY'81. The "asking mark" of $25.5 million represents funds to be added to the basic level of $100 million. These funds are for:

1.	Section 309 **Discretionary Funds**	$1.5 million
2.	Section 311 **Elderly**	$4.0 million
3.	Section 315(b) **State Planning**	$5.5 million
4.	Section 318 **Immigrants**	$4.0 million
5.	**Growth & Cost Factors**	$10.5 million

The Council has been asked to testify before the House Appropriations Subcommittee on Thursday, April 26, at 10:30 a.m.

The Committee recommends that testimony similar to that which was prepared for the Senate be developed and include a request for an additional $25.5 million for the FY'81 program.

Education related bills now pending before Congress:

1. *S. 103*—Bill to prevent Internal Revenue Service from adopting guidelines for determining whether tax-

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exempt private schools are racially discriminatory. The Senate Taxation Subcommittee will hold a hearing April 27. Meanwhile, the Oversight Subcommittee of the House Ways and Means Committee has held hearings on the guidelines and will report recommendations to the full committee by early May.
2. *S. 210*—Bill to create a Cabinet-level department of education. The Senate held three days of debate before the recess; S. 210 is the second order of business on the calendar when the Senate returns from its Easter break. Meanwhile, the House Legislation and National Security Subcommittee marked up the Carter administration version of an education department bill *H.R. 2444* April 9. The Government Operations Committee is expected to act shortly after the Easter recess.
3. *Labor-HEW Appropriations*—House Labor-HEW Appropriations Subcommittee heard testimony on 1980 Office of Education budget from HEW and OE officials March 26 through March 29. Public witnesses and members of Congress are scheduled to testify April 23-24. Adult Education will be heard on Thursday, April 26. The Senate Labor-HEW Appropriations Subcommittee heard administration witnesses March 12-15 and public witnesses March 28 and 29.
4. *Budget Resolution*—House Budget Committee has finished work on a first budget resolution and the measure will be debated in the House during the first week of May. The Senate Budget Committee has finished its version of a budget resolution last week and the Senate is scheduled to state debate on the resolution April 23. The first budget resolution sets targets for spending in fiscal 1980 and must be passed in final form by both houses before appropriations can be enacted.
5. *P.L. 96-7*—Bill to rescind $12.5 million of $32.5 million appropriation for 1979 under the Career Education Incentive Act. House and Senate gave final approval to *H.R. 2439* March 27; President Carter signed measure into law April 9.

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6. *CETA Prime Sponsors —H.R. 3381* Rep. Andrew Jacobs, D-Ind., introduced a bill April 2 that would permit school districts and other special purpose units of local government to serve as CETA prime sponsors. The bill has been referred to the House Education and Labor Committee. No hearings have been scheduled.
7. *Department of Education—H.R. 2444, S. 210* The House Subcommittee on Legislation and National Security marked up H.R. 2444, a bill to establish a Cabinet-level education department. The Senate started floor debate on S. 210, but no vote is expected until after the Senate returns from Easter recess on April 23.

Committee Members:

Kyo R. Jhin, *Chairman*
Archie L. Buffkins
Donald G. Butcher
Alton C. Crews
Lane Murray
John K. Wu (Ex Officio)

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See table at top of next page.

EDUCATION DIVISION (in thousands)

Occupational Vocational and Adult Education	FY 1979 HEW Request	FY 1979 HEW Appeal	FY 1979 Final Allowance	FY 80 HEW Request	FY 80 Initial Decision	FY 80 HEW Appeal	FY 80 Final Allowance
Vocational Education:							
State Grants and Innovative Programs:							
(1) Basic grants	$474,766	$430,816	$474,766	$283,956	$283,956	$283,956	$474,766
(2) Program Improvement and Supportive Services	112,317	112,317	112,317	112,317	112,317	112,317	112,317
(3) Programs of National Significance	10,000	10,000	10,000	21,699	21,699	21,699	10,000
Special Programs for the Disadvantaged	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Consumer and Homemaking Education	43,497	40,994	43,497	40,994	40,994	40,994	43,497
State Advisory Councils	6,073	6,073	6,073	6,073	6,073	6,073	6,073
Bilingual Vocational Training	2,800	2,800	2,800	2,800	2,800	2,800	2,800
State planning	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Permanent Appropriation	7,161	7,161	7,161	7,161	7,161	7,161	7,161
Subtotal	681,614	635,161	681,614	500,000	500,000	500,000	681,614
Adult Education	*100,000*	*90,750*	*100,000*	*104,250*	*90,750*	*92,250*	*90,750*
Total	781,614	725,911	781,614	604,250	590,750	592,250	772,364
(Outlays)*	(808,014)	(808,014)	(808,014)	(737,880)	(698,000)	(698,135)	(745,560)

* Note that outlays—the actual money spent—for fiscal 1979 are slightly higher than the fiscal 1979 appropriations (final allowance), but outlays for fiscal 1980 are expected to be slightly lower than appropriations.

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REPORT OF THE COMMITTEE ON PROGRAM EFFECTIVENESS & EVALUATION
April 20, 1979

The Chairman of the Committee on Program Effectiveness and Evaluation participated in a three-day-workshop organized by the USOE Division of Adult Education to develop a new reporting system. This system would include:

1. Annual Reports.
2. Data collection by contracts.
3. Sample studies for follow-up over a three-year period.

The ten state directors (one from each region) at the meetings held March 28-30, provided D.A.E. with a list of suggestions they felt should be included in future annual reports.

Sharon Jones, Division Program Specialist shared revisions of the Adult Education Annual Performance Report. These revisions have been recommended in response to a directive by OMB that data collection be reduced. Three tables of the report have either been reduced or eliminated.

Table 1 on Number of Participants by Race.
Totals only have been retained. Age groups eliminated.

Table 2 is not modified.

Table 3 on Number of Participants and Location.
Totals of participants by location only is retained.

Table 4 Number of Paid Personnel is retained as is:

Table 5 Number 7, 22, and 24 are deleted.

Table 6 is eliminated.

Committee Members:

Mr. Eugene L. Madeira, *Chairman*
Mrs. Gertrude B. Calden
Mr. Reuben T. Guenthner
Mr. Arthur L. Terrazas, Jr.
Mr. John K. Wu (Ex Officio)

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REPORT OF THE COMMITTEE ON PROGRAM LIAISON
April 21, 1979

As a result of the Information Forums held in mid January, many new and revised publications have been received in the Council offices for our resource library. In addition, those agencies, organizations, and associations have been requesting information regarding the Council's legislative activities and appropriations.

This committee is presently developing a format for an Information Forum with congressional staff. A one-evening Forum is planned in Washington, D.C. in May.

We are experiencing a delay in obtaining the Council's Information Brochure. The office was informed earlier this week that due to delivery delays because of the teamsters strike, paper for the Government Printing Office was at a premium, and only priority projects met the April 1 deadline. Our Council's brochure is scheduled for printing on April 20 with a target date of April 27.

Staff members from the Fund for the Improvement of Postsecondary Education attended our Information Forum and recently involved our Executive Director in an overview of the 1978-79 projects from the fund. The national director, Ernest J. Bartell, has requested a meeting with the Council to discuss linkages between postsecondary education and adult education.

The committee contacted the National School Boards Association and requested materials which that association has produced that will be utilized in the orientation of new Council members. The National School Boards Association is completing a glossary of legislative terms and our Council will be receiving copies of that publication.

The committee has also been involved with the GED Testing Service of the American Council on Education. New library materials from the GED Testing Service have been sent to the Council which includes GED testing policies, testing centers, GED statistical reports, and the official GED practice test.

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The committee is requesting that the Annual Report contain some of the latest GED participation figures since a large number of students in the ABE program are involved with GED.

The Executive Directors of other Presidential Councils have been called together by Dr. Eyre and are presently establishing a format for Council liaison activities between the Presidential Councils associated with education. Each Executive Director of the education Presidential Councils is submitting an Issues and Concerns document to Dr. Eyre for compilation.

The Program Liaison Committee is developing a meeting calendar for the remainder of the fiscal year and will disseminate that calendar to Council members in the near future.

Committee Members:

Joan E. Kenney, *Chairman*
Mary A. Grefe
Marshall L. Lind
Judith N. Turnbull
John K. Wu (Ex Officio)

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REPORT OF THE 1979 ANNUAL REPORT AD HOC COMMITTEE
April 21, 1979

The 1979 Annual Report Ad Hoc Committee met in Atlanta, Georgia, on March 9, 1979. The meeting resulted in a set of recommendations for content items and time frames for the report.

The Committee submitted its recommendations to Mr. Wu on March 13, and the Executive Committee approved the Annual Report format and content at their meeting in Kansas City on March 17. The report, through the preface and introduction, will reflect the concept of expanding the delivery system. This will bring to the attention of the reader the extensive changes that took place as a result of the Education Amendments of 1978. The cover of the report would be titled, "A Report to the President of the United States" and would include the Council's name in the right hand corner of the cover.

Major content areas are as follows:

- Preface
- Introduction
- Contents
- Council Activities
- Council Members and Officers
- Past Council Appointees
- Council Chairpersons and Vice Chairpersons (1971-1979)
- Committee Structures
- Committee Activities
- Special Ad Hoc Committees
- Meetings
- On Site Visitations
- Council Publications
- The Adult Education Act
- Rules, Regulations, and Guideline Issues
- Appendices —
  Statistics on Who, Where, Why, and What
  Participation Tables by Year and State
  State Allotment Tables by Year and State

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Mr. Hemstreet, our graphic arts consultant, was asked to seek a GPO waiver for embossing the cover with a Presidential and Congressional seal. The Superintendent of Planning at GPO has informed the Executive Director that the embossing of a report now requires a waiver from the Congressional Committee on Printing. Mr. Hemstreet is proposing that the cover use a gray tone screening process of ink or dots to create the Presidential and Congressional seal image.

The Ad Hoc Committee would like to include in the publication a picture of each Council member. This was done in our 1977 report which required GPO approval. We are seeking that approval again, and request that each Council member provide the office a recent, glossy, bust shot.

Dr. Eyre, Mr. Brightman, and Mr. Hemstreet are presently compiling the various subparts of the report and will have that material available in early May. The draft material prepared by these individuals will be reviewed by the Committee.

Attached is a copy of the preface and introduction dealing with the concept of an expanded delivery system. Statistical data is being checked by Mr. Brightman and the Office of Education in order to provide us with an update to state charts which we have used in the past. The section on Who, Where, Why, and What will also contain in story form statistical data relating to the program and its participants.

Committee Members

Dr. Lane Murray, *Chairman*
Mrs. Gertrude Calden
Dr. Alton C. Crews
Mr. John K. Wu (Ex Officio)

A-15

A copy of the outline Dr. Joseph P. Hannon used for remarks is shown on the following page.

National Advisory Council on Adult Education
Center for Urban Education
Chicago, Illinois

April 20, 1979

A Portrait: Chicago, Its Schools and Urban Education

— Think Along —

. Need for Positivism ... The Cynics Can't Win
. General Motors Wouldn't Do That
. Goals of Board of Education
. Board of Education ... Giant Industry
. More Similarities Than Differences With Private Sources
. A School is a Management Profit Center
. The Consumer/Social Conscience of the Producer
. Excellence ... Holy Grail of Education
. Almost Gave Store Away
. Dispel Myths ... Urban Kids Want To, Can, and Do Learn
. Career Education ... Get "Kids" in the Work Pipeline as Producers Rather Than in the Unemployment Line As Recipients
. As the Schools Go ... So Goes the City!
. Charge of the Light Brigade Decision-Making
. $ Dollars are Handmaidens of Mandates
. Bottom Line - Child and Taxpayer
. Education Cycle ... Forever, Why Not?
. Great Tolerance for the Unexpected (Call Audibles)
. Remember Our "Roots"
. Less is More ... Government
. Functionaries are Calling the Shots
. Courts (Reducio ad Absurdum)
. Do What the Situation Demands
. Cities ... Citadels of Strength Not Hovels of Despair
. Proposition 13 - Draconian Retribution
. Demographic Reality -- Chicago ... A New City
. We Are In It Together ... "Partnership"
. First and Last Task of Leader is to Provide Hope
. "A Renaissance" ... New Love for City ... for Country

Joseph P. Hannon
General Superintendent of Schools
Chicago, Illinois

Please Think Children!

A Case History

CITIZEN ADVISORS RESPOND TO PRESIDENT'S URBAN POLICY

On March 27, 1978, President Carter sent to the Congress what was called "A Comprehensive National Urban Policy." The President indicated that it was an effort, born of months of study and planning by various components of the Executive Branch, to use every available resource to revitalize blighted urban areas and prevent economic erosion and social decay in others.

Members of the National Advisory Council on Adult Education, which had already demonstrated interest in the role of adult learning in urban areas, read the newspaper accounts of the proposal with astonishment that they saw no mention of education. Gary Eyre, the Executive Director of the Council, had the same reaction. He promptly obtained copies of the complete plan for himself and the Council members.

This document contained only a brief paragraph devoted to education and no mention of the problem of adults unable to carry their load as citizens because of lack of basic skills in reading, writing and computation.

From a variety of viewpoints and experience the members of the Council were immediately able to see ways in which adult education resources could be used to strengthen the President's proposals.

Alton Crews, then the Chairman, had been the chief school officer at Charleston, S.C. and he knew the problems of the poor and illiterate that the visitors to that city's beautiful gardens did not see. As head of the school system in an exurban county near Atlanta, he saw new residents coming there to escape the urban problems of Atlanta and bringing problems with them.

John K. Wu, who is now Chairman of the Council, lived in Vermont, but he had grown up in Boston. Americanized in life style, he retained a first-hand knowledge of the problems of Asian Americans in urban areas.

Gertrude B. Calden lived comfortably in a city where many move to get away from urban blight—Santa Barbara, California. But she had visited all of that state's urban areas on frequent inspections of their adult education programs and knew first-hand that adult ignorance was a factor in urban blight. She was especially interested in the problems of the uneducated aged in the cities.

Mary A. Grefe was from Iowa, regarded by some easterners as nothing but farms and idyllic small towns. But Iowa has cities and serious urban blight. And Mary Grefe has visited many cities here and abroad as a consultant on adult learning programs.

Kyo R. Jhin lived in Huntsville, Alabama and was currently occupied with rural and small town programs. But he had travelled widely and was well aware of the problems of Asian immigrants who settled in the cities.

Marshall L. Lind was the chief state school officer in Alaska. But that state has cities and urban blight as well as miles and miles of wilderness. And as an active member of the Council of Chief State School Officers, he heard long discussions of the educational needs of the cities.

Lane Murray was head of the adult basic education program in the special school district which Texas has set up to serve the occupants of its prisons. She lived with the results of educational deprivation leading to crime.

Judith N. Turnbull was an executive of a publishing concern which served blacks, primarily urban blacks. She had lived for years in Chicago, seen first-hand the need for adult learning in the ghetto.

Betty Mage lived just across the river from Portland, Oregon, in Vancouver, Washington. She had travelled widely as an education consultant and seen the relationship of ignorance to poverty and urban blight. She had also seen successful efforts to fight back against urban decay in Oregon and Washington.

Donald Butcher was a nationally recognized leader in the field of Community Education and had observed how community schools could help to improve the quality of life in bad neighborhoods of the cities.

Reuben T. Guenthner lived in rural North Dakota. He was a nationally-recognized expert on vocational education. He was well aware of the importance of adult vocational evidence in cities as well as in prairie towns.

Joan Kenney came from Las Vegas and was another expert in community education. And she knew that even in the gaudy city in which she lived adult ignorance and poverty went hand in hand outside the glare of the neon signs.

Eugene L. Madeira came from Lancaster, Pennsylvania, an area with relatively high employment and success in assimilating immigrants and blacks from rural Delaware. He knew that one of the reasons the Lancaster area was relatively free of urban decay was its aggressive adult education program.

Arthur L. Terrazas, Jr., lived in exurbia outside Denver, but he knew first-hand the poverty of the barrios there and elsewhere in America, and he had seen how adult learning had helped Latin Americans.

And finally there was Archie L. Buffkins, a highly educated black who lived just outside of Washington. There and in other cities he had seen how ignorance had kept black adults from enjoying the benefits of equal opportunity and other programs designed to help them.

It was Buffkins who proposed at the Advisory Council meeting on April 7, 1978 that it establish from among its members a National Task Force on Adult Education and Urban Policy. He submitted a substantial list of issues to be examined and ways in which adult education resources already in existence could be used to strengthen the President's urban program.

The task force was set up with Buffkins as Chairman, and Butcher, Calden, Grefe, Crews and Wu as members. Eyre set out to gather literature on urban problems and on adult education that might help the task force.

Council members increased their visits to urban areas, using these occasions to obtain information and suggestions that could be provided to the task force. Eyre and Buffkins conferred with experts on adult education and on urban problems.

At each ensuing Council meeting a substantial amount of time was spent in which the full Council and the task force members went over ideas and problems. A draft report began to take shape in the form of specific, constructive responses to each of the five initiatives the President had described.

The Council's intention was to show the President and his staff how adult education resources might strengthen his program, not to site examples of "slights" to adult education. The Council members are somewhat accustomed to seeing programs that should include adult education fail to do so. They do not waste time asking "Why was adult education left out?" but get right to the point of how it could be used. That was the tone of the early drafts that led to a comprehensive final draft that was put before the full Council at Chicago in April of 1979, after the Council had taken an extensive look at how adult education was being used as an urban resource in that city. There were a few changes before the final draft was ready to go to the printer.

The Response was transmitted to the President on May 28, 1979. It was more than 30 pages long and every recommendation of

the President was followed by a Council comment, a listing of Council concerns in that endeavor, and specific, concrete Council recommendations. It was a document that reflected the educational expertise of the Council members and their concern as citizens. It was a useful and responsible service to the President—showing that advisory councils can play an important and unique role in the operations of the federal government.

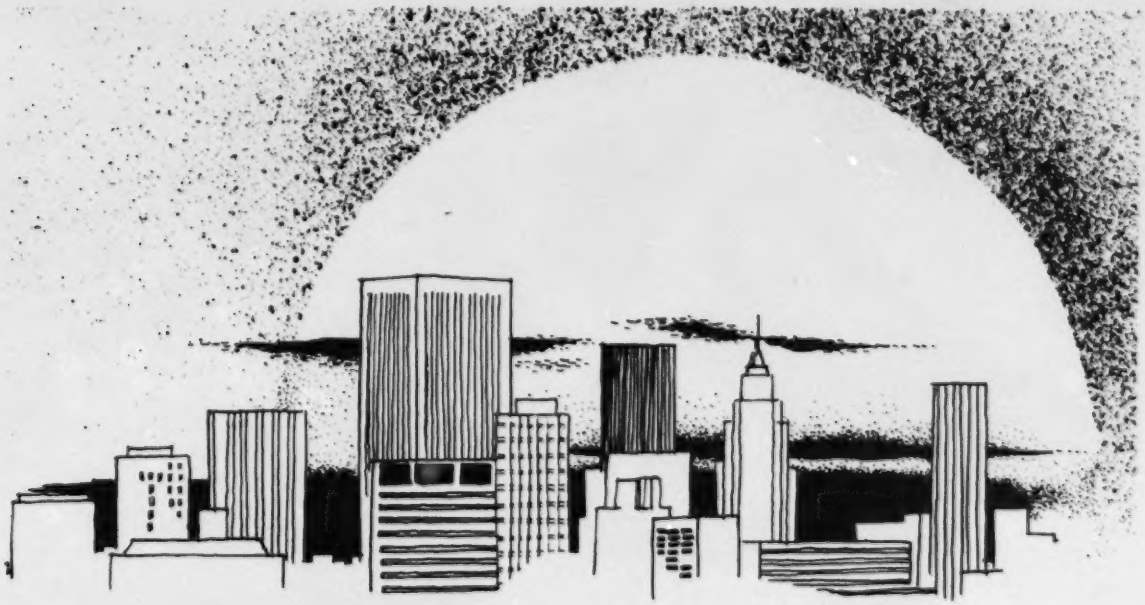
White House staff members have welcomed the document and are giving it careful study. Adult educators who are concerned with urban problems are already putting parts of the document to use in their domain.

Members of the Congress and Governors and Mayors have thanked the Council for preparing the recommendations and called the response useful and constructive.

Some of the Council members will soon be replaced. But the members who remain will make efforts to implement the recommendations of this document a part of their agenda. The departing members will do the same in their role as private citizens and community leaders.

It was a unique venture for a Presidential Advisory Council. It was also an ambitious project for a small Council with a small staff. It would be nice to say that it has brought about remarkable increase in the integration of adult education resources into the fight on urban decay and blight. But it is too early to tell whether the results will match the scope of the effort.

This section of the annual report was written by a journalist who reports on adult education and who attended Council meetings at which the Response was prepared and approved. The Council felt that it was appropriate for an outsider to write about a project which involved so much of the time and effort of the council members that their own account of the proceedings might be prejudiced. This section makes no attempt to evaluate the Response, merely to describe why and how it came into existence.



The Adult Education Act

APPENDIX

The Adult Education Act

Short Title

Sec. 301. This title may be cited as the "Adult Education Act".[1]

Statement of Purpose

Sec. 302. It is the purpose of this title to expand educational opportunities for adults and to encourage the establishment of programs of adult education that will—

(1) enable all adults to acquire basic skills necessary to function in society,

(2) enable adults who so desire to continue their education to at least the level of completion of secondary school, and

(3) make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

Definitions

Sec. 303. As used in this title—

(a) The term "adult" means any individual who has attained the age of sixteen.

(b) The term "adult education" means services or instruction below the college level (as determined by the Commissioner), for adults who—

(1) lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education, and

(2) are not currently required to be enrolled in schools.

(c) The term "adult basic education" means adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

(d) The term "Commissioner" means the Commissioner of Education.

(e) The term "Community school program" is a program in which a public building, including but not limited to a public elementary or secondary school or a community or junior college, is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, cultural, and other related community services for the community that center serves in accordance with the needs, interests, and concerns of that community.

(f) The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools, except that, if there is a separate board or other legally constituted local authority having administrative control and direction of adult education in public schools therein, such term means such other board or authority.

(g) The term "State" includes the District of Columbia, the Commonwealth of Puerto Rico and (except for the purposes of section 305(a)) Guam, American Samoa, the Trust Territory of the Pacific Islands, the Northern Mariana Islands, and the Virgin Islands.

(h) The term "State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools; or if there is a separate State agency or officer primarily responsible for supervision of adult education in public schools, then such agency or officer may be designated for the purpose of this title by the Governor or by State law. If no agency or officer qualifies under the preceding sentence, such term shall mean an appropriate agency or officer designated for the purposes of this title by the Governor.

(i) The term "academic education" means the theoretical, the liberal, the speculative, and classical subject matter found to compose the curriculum of the public secondary school.

(j) the term "institution of higher education" means any such institution as defined by section 801(e) of the Elementary and Secondary Education Act of 1965.

Grants to States

Sec. 304. (a) The Commissioner is authorized to make grants to States, which have State plans approved by him under section 306 for the purposes of this section, to pay the Federal share of the cost of (1) the establishment or expansion of adult basic education programs to be carried out by local educational agencies and by public or private non-profit agencies, organizations, and institutions and (2) the establishment or expansion of adult education programs to be carried out by local educational agencies and by public or private nonprofit agencies, organizations, and institutions. Grants provided under this section to States to carry out the programs described in the preceding sentence may be carried out by public or private nonprofit agencies, organizations, and institutions only if the applicable local educational agency has been consulted with and has had an opportunity to comment on the application of such agency, organization, or institution. The State educational agency shall not approve any application unless assured that such consultation has taken place. Such application shall contain a description of the cooperative arrangements that have been made to deliver services to adult students.

(b) Not more than 20 per centum of the funds granted to any State under subsection (a) for any fiscal year shall be used for the education of institutionalized individuals.

Allotment for Adult Education

Sec. 305. (a) From the sums available for purposes of section 304(a) for the fiscal year ending June 30, 1972, and for any succeeding fiscal year, the Commissioner shall allot (1) not more than 1 per centum thereof among Guam, American Samoa, the Trust Territory of the Pacific Islands, the Northern Mariana Islands, and the Virgin Islands according to their respective needs for assistance under such section, and (2) $150,000 to each State. From the remainer of such sums he shall allot to each State an amount which bears the same ratio to such remainder as the number of adults who do not have a certificate of graduation from a school providing secondary education (or its equivalent) and who are not currently required to be enrolled in schools in such State bears to the number of such adults in all States. From the sums available for purposes of section 304(a) for the fiscal year ending June 30, 1970, and the succeeding fiscal year, the Commissioner shall make allotments in accordance with section 305(a) of the Adult Education Act of 1966 as in effect on June 30, 1969.

(b) The portion of any State's allotment under subsection (a) for a fiscal year which the Commissioner determines will not be required, for the period such allotment is available, for carrying out the State plan approved under this title shall be available for reallotment from time to time, on such dates during such period as the Commissioner shall fix, to other States in

[1] This is a compilation of the Adult Education Act, Public Law 91-230, and all of its amendments through November 1, 1975.

proportion to the original allotments to such States under subsection (a) for such year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum which the Commissioner estimates such State needs and will be able to use for such period for carrying out its State plan approved under this title, and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts are not so reduced. Any amount reallotted to a State under this subsection during a year shall be deemed part of its allotment under subsection (a) for such year.

State Plans

Sec. 306. (a) A State shall be eligible to receive its allotment under section 305 if—

(1) it has on file with the Commissioner a general State application under section 435 of the General Education Provisions Act, and

(2) it has submitted to the Commissioner at such times (not more frequently than one every three years), and in such detail, as the Commissioner shall prescribe a State plan meeting the requirements of subsection (b).

(b) A State plan under this title shall—

(1) set forth a program for the use of funds provided under this title to carry out the purposes stated in section 302 with respect to all segments of the adult population in the State, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults;

(2) provide for the administration of the program by the State educational agency;

(3) describe the procedures the State will use to insure that in carrying out such program there will be adequate consultation, cooperation, and coordination among the State educational agency, State manpower service councils, State occupational information systems, and other agencies, organizations, and institutions in the State which operate employment and training programs or other educational or training programs for adults; and for coordination of programs carried on under this title with other programs, including reading improvement programs, designed to provide reading instruction for adults carried on by State and local agencies;

(4) identify (A) the needs of the population of the State for services authorized under this title, (B) the other resources in the State available to meet those needs, and (C) the goals the State will seek to achieve in meeting those needs over the period covered by the plan;

(5) provide that such agency will make available not to exceed 20 per centum of the State's allotment for programs of equivalency for a certificate of graduation from a secondary school;

(6) provide such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid the State under this title (including such funds paid by the State to local educational agencies and public or private nonprofit agencies, organizations, and institutions);

(7) describe the means by which the delivery of adult education services will be significantly expanded through the use of agencies, institutions, and organizations other than the public school systems, such as business, labor unions, libraries, institutions of higher education, public health authorities, antipoverty programs, and community organizations;

(8) describe the means by which representatives of business and industry, labor unions, public and private educational agencies and institutions, churches, fraternal and voluntary organizations, community organizations, State and local manpower and training agencies, and representatives of special adult populations, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults, and other entities in the State concerned with adult education have been involved in the development of the plan and will continue to be involved in carrying out the plan, especially with regard to the expansion of the delivery of adult education services through those agencies, institutions, and organizations;

(9) describe the efforts to be undertaken by the State to assist adult participation in adult education programs through flexible course schedules, convenient locations, adequate transportation, and meeting child care needs;

(10) provide that special emphasis be given to adult basic education programs except where such needs are shown to have been met in the State;

(11) provide that special assistance be given to the needs of persons with limited English proficiency (as defined in section 703(a) of title VII of the Elementary and Secondary Education Act of 1965) by providing a bilingual adult education program of instruction in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, carried out in coordination with programs of bilingual education assisted under title VII and bilingual vocational education programs under the Vocational Education Act of 1963;

(12) demonstrate that the special educational needs of adult immigrants in the State have been examined, and provide for the implementation of adult education and adult basic education programs for immigrants to meet existing needs;

(13) set forth the criteria by which the State will evaluate the quality of proposals from local agencies, organizations, and institutions; and

(14) provide such further information and assurances as the Commissioner may by regulation require, including information regarding the extent to which the goals of the program have been achieved during the preceding three years.

(c) The Commissioner shall not finally disapprove any State plan submitted under this title, or any modification thereof, without first affording the State educational agency reasonable notice and opportunity for a hearing.

Payments

Sec. 307. (a) The Federal share of expenditures to carry out a State plan shall be paid from a State's allotment available for grants to that State. The Federal share shall be 90 per centum of the cost of carrying out the State's programs, except that with respect to Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands, the Federal share shall be 100 per centum.

(b) No payment shall be made to any State from its allotment for any fiscal year unless the Commissioner finds that the fiscal effort per student or the amount available for expenditure by such State for adult education from non-Federal sources for the preceding fiscal year was not less than such fiscal effort per student or such amount available for expenditure for such purposes from such sources during the second preceding fiscal year, but no State shall be required to use its funds to supplant any portion of the Federal share.

Operation of State Plans; Hearings and Judicial Review

Sec. 308. (a) Whenever the Commissioner, after reasonable notice and opportunity for hearing to the State educational agency administering a State plan approved under this title, finds that—

(1) the State plan has been so changed that it no longer complies with the provisions of section 306, or

(2) in the administration of the plan there is a failure to comply substantially with any such provision, the Commissioner shall notify such State agency that no further payments will be made to the State under this title (or, in his discretion, that further payments to the State will be limited to programs under or portions of the State plan not affected by such failure), until he is satisfied that there will no longer be any failure to comply. Until he is so satisfied, no further payments may be made to such State under this title (or payments shall be limited to programs under or portions of the State plan not affected by such failure).

(b) A State educational agency dissatisfied with a final action of the Commissioner under section 306 or subsection (a) of this section may apeal to the United States court of appeals for the circuit in which the State is located, by filing a petition with such court within sixty days after such final action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner or any officer designated by him for that purpose. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code. Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part, temporarily or permanently, but until the filing of the record, the Commissioner may modify or set aside his order. The findings of the Commissioner as to the facts, if supported by substantial evidence, shall be conclusive, but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his precious action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence. The judgment of the court affirming or setting aside, in whole or part, any action of the Commissioner shall be final, subject to the review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code. The commencement of proceedings under this subsection shall not, unless so specifically ordered by the court, operate as a stay of the Commissioner's action.

Research, Development, Dissemination, Evaluation, and Information Clearinghouse

Sec. 309. (a)(1) Subject to appropriations under this section, the Commissioner shall directly, and through grants and contracts with public and private nonprofit agencies, institutions, and organizations, carry out a program—

(A) to develop new and promising approaches and innovative methods which are designed to address those problems and which may have national significance or be of special value in promoting effective programs under this Act, including one-year grants to States to plan for the expansion of their systems for the delivery of adult education services;

(B) to determine, using appropriate objective evaluation criteria, which projects and approaches assisted under clause (A) and under section 310 of this Act have achieved their stated goals and are capable of achieving comparable levels of effectiveness at additional locations; and

(C) to disseminate throughout the Nation information about those approaches or methods pertaining to adult basic education which are most effective, by establishing and operating a clearing-house on adult education which shall collect, select, and disseminate to the public information pertaining to the education of adults, those approaches and methods of educating adults which are most effective, and ways of coordinating adult education programs with manpower and other education programs.

(2) The Commissioner shall directly, and through grants and contracts with public and private agencies, institutions and organizations, evaluate the effectiveness of programs conducted under section 304 of this Act.

(b) In addition to the responsibilities of the Director under section 405 of the General Education Provisions Act and subject to appropriations under this section, the Director of the National Institute of Education, in consultation with the Commissioner, shall directly and through grants and contracts with public and private agencies, institutions, and organizations, carry out a program to conduct research on the special needs of individuals requiring adult education.

(c) There are authorized to be appropriated for the purposes of this section $1,500,000 for the fiscal year ending September 30, 1980, $2,000,000 for the fiscal year ending September 30, 1981, and $3,000,000 for each succeeding fiscal year prior to October 1, 1983.

Use of Funds for Special Experimental Demonstration Projects and Teacher Training

Sec. 310. Of the funds allotted to a State under section 305 for a fiscal year, not less than 10 per centum shall be used for—

(1) special projects which will be carried out in furtherance of the purposes of this title, and which—

(A) involve the use of innovative methods, including methods for educating persons of limited English-speaking ability, systems, materials, or programs which may have national significance or be of special value in promoting effective programs under this title, or

(B) involve programs of adult education, including education for persons of limited English-speaking ability, which are part of community school programs, carried out in cooperation with other Federal, federally assisted, State, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies; and

(2) training persons engaged, or preparing to engage, as personnel in programs designed to carry out the purposes of this title.

Special Projects for the Elderly

Sec. 311. (a) The Commissioner is authorized to make grants to State and local educational agencies or other public or private non-profit agencies for programs to further the purpose of this Act by providing educational programs for elderly persons whose ability to speak and read the English language is limited and who live in an area with a culture different than their own. Such programs shall be designed to equip such elderly persons to deal successfully with the practical problems in their everyday life, including the making of purchases, meeting their transportation and housing needs, and complying with governmental requirements such as those for obtaining citizenship, public assistance and social security benefits, and housing.

(b) For the purpose of making grants under this section there are authorized to be appropriated such sums as may be necessary for the fiscal year ending June 30, 1973, and each succeeding fiscal year ending prior to October 1, 1983.

(c) In carrying out the program authorized by this section, the Commissioner shall consult with the Commissioner of the Administration on Aging for the purpose of coordinating, where practicable, the programs assisted under this section with the programs assisted under the Older Americans Act of 1965.

State Advisory Councils

Sec. 312. (a) Any State which receives assistance under this title may establish and maintain a State advisory council, or may designate and maintain an existing State advisory council, which shall be, or has been, appointed by the Governor or, in the case of a State in which members of the State board which governs the State education agency are elected (including election by the State legislature), by such board.

(b)(1) Such a State advisory council shall include as members persons who, by reason of experience or training, are knowledgeable in the field of adult education or who are officials of the state educational agency or of local educational agencies of that State, persons who are or have received adult educational services, and persons who are representative of the general public.

(2) Such a State advisory council, in accordance with regulations prescribed by the Commissioner, shall—

(A) advise the State educational agency on the development of, and policy matters arising in, the administration of the State plan approved pursuant to section 306;

(B) advise with respect to long-range planning and studies to evaluate adult education programs, services, and activities assisted under this Act; and

(C) prepare and submit to the State educational agency, and to the National Advisory Council on Adult Education established pursuant to section 313, an annual report of its recommendations, accompanied by such additional comments of

the State educational agency as that agency deems appropriate.

(c) Upon the appointment of any such advisory council, the appointing authority under subsection (a) of this section shall inform the Commissioner of the establishment of, and membership of, its State advisory council. The Commissioner shall, upon receiving such information, certify that each such council is in compliance with the membership requirements set forth in subsection (b)(1) of this section.

(d) Each such State advisory council shall meet within thirty days after certification has been accepted by the Commissioner under subsection (c) of this section and select from among its membership a chairman. The time, place, and manner of subsequent meetings shall be provided by the rules of the State advisory council, except that such rules shall provide that each such council meet at least four times each year, including at least one public meeting at which the public is given the opportunity to express views concerning adult education.

(e) Each such State advisory council is authorized to obtain the services of such professional, technical, and clerical personnel as may be necessary to enable them to carry out their functions under this section.

National Advisory Council on Adult Education

Sec. 313. (a) The President shall appoint a National Advisory Council on Adult Education (hereinafter in this section referred to as the "Council").

(b) The Council shall consist of fifteen members who shall, to the extent possible, include persons knowledgeable in the field of adult education, State and local public school officials, and other persons having special knowledge and experience, or qualifications with respect to adult education, including education for persons of limited English-speaking ability in which instruction is given in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, and persons representative of the general public. The Council shall meet initially at the call of the Commissioner and elect from its number a chairman. The Council will thereafter meet at the call of the chairman, but not less often than twice a year. Subject to section 448(b) of the General Education Provisions Act, the Council shall continue to exist until October 1, 1984.

(c) The Council shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans under section 306 and policies to eliminate duplication, and to effectuate the coordination of programs under this title and other programs offering adult education activities and services.

(d) The Council shall review the administration and effectiveness of programs under this title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to adult education activities and services). The President shall transmit each such report to the Congress together with his comments and recommendations. The Secretary of Health, Education, and Welfare shall coordinate the work of the Council with that of other related advisory councils.

Limitation

Sec. 314. No grant may be made under this title for any educational program, activity, or service related to sectarian instruction or religious worship, or provided by a school or department of divinity. For purposes of this section, the term "school or department of divinity" means in institution or a department or branch of an institution whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation, or to prepare them to teach theological subjects.

Appropriations Authorized

Sec. 315. (a) Except as otherwise provided, there are authorized to be appropriated $210,000,000 for fiscal year 1979; $230,000,000 for fiscal year 1980; $250,000,000 for fiscal year 1981; $270,000,000 for fiscal year 1982; and $290,000,000 for fiscal year 1983 to carry out the provisions of this title.

(b) There are further authorized to be appropriated for each such fiscal year such sums, not to exceed 5 per centum of the amount appropriated pursuant to subsection (a) for that year, as may be necessary to pay the cost of the administration and development of State plans, and other activities required pursuant to this title. The amount provided to a State under this subsection shall not be less than $50,00 for any fiscal year, except that such amount shall not be less than $25,000 in the case of Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

Improvement of Educational Opportunities for Adult Indians

Sec. 316. (a) The Commissioner shall carry out a program of making grants to State and local educational agencies, and to Indian tribes, institutions, and organizations, to support planning, pilot, and demonstration projects which are designed to plan for, and test and demonstrate the effectiveness of, programs for providing adult education for Indians—

(1) to support planning, pilot, and demonstration projects which are designed to test and demonstrate the effectiveness of programs for improving employment and educational opportunities for adult Indians;

(2) to assist in the establishment and operation of programs which are designed to stimulate (A) the provisions of basic literacy opportunities to all nonliterate Indian adults, and (B) the provision of opportunities to all Indian adults to qualify for a high school equivalency certificate in the shortest period of time feasible;

(3) to support a major research and development program to develop more innovative and effective techniques for achieving the literacy and high school equivalency goals;

(4) to provide for basic surveys and evaluations thereof to define accurately the extent of the problems of illiteracy and lack of high school completion among Indians;

(5) to encourage the dissemination of information and materials relating to, and the evaluation of the effectiveness of, education programs which may offer educational opportunities to Indian adults.

(b) The Commissioner is also authorized to make grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults.

(c) The Commissioner is also authorized to make grants to, and contracts with, public agencies, and institutions, and Indian tribes, institutions, and organizations for—

(1) the dissemination of information concerning educational programs, services, and resources available to Indian adults, including evaluations thereof; and

(2) the evaluation of the effectiveness of federally assisted programs, in which Indian adults may participate in achieving the purposes of such programs with respect to such adults.

(d) Applications for a grant under this section shall be submitted at such time, in such manner, and contain such information, and shall be consistent with such criteria, as may be established as requirements in regulations promulgated by the Commissioner. Such applications shall—

(1) set forth a statement describing the activities for which assistance is sought;

(2) provide for an evaluation of the effectiveness of the project in achieving its purposes and those of this section.

The Commissioner shall not approve an application for a grant under subsection (a) unless he is satisfied that such applications, and any documents submitted with respect thereto, indicate that there has been adequate participation by the individuals to be served and tribal communities in the planning and development of the project, and that there will be such a participation in the operation and evaluation of the project. In approving applications under subsection (a), the Commissioner shall give priority to applications from Indian educational agencies, organizations; and institutions.

(e) For the purpose of making grants under this section there are hereby authorized to be appropriated $5,000,000 for the fiscal year ending June 30, 1973, and $8,000,000 for each of the succeeding fiscal years ending prior to October 1, 1983.

Emergency Adult Education Program for Indochina Refugees

Sec. 317. (a) From the appropriations authorized for the period beginning July 1, 1976, and ending September 30, 1983, but not appropriated for other programs under this title, the Commissioner shall carry out a program of making grants to State and local education agencies for such years for the purpose of operating special adult education programs for Indochina refugees, as defined in section 3 of the Indochina Migration and Refugee Assistance Act of 1975. Such grants may be used for—

(1) programs of instructions of adult refugees in basic reading, mathematics, development and enhancement of necessary skills, and promotion of literacy among refugee adults, for the purpose of enabling them to become productive members of American society;

(2) administrative costs of planning and operating such programs of instruction;

(3) educational support services which meet the needs of adult refugees, including but not limited to guidance and counseling with regard to educational, career, and employment opportunities; and

(4) special projects designed to operate in conjunction with existing Federal and non-Federal programs and activities to develop occupational and related skills for individuals, particularly programs authorized under the Comprehensive Employment and Training Act of 1973 or under the Vocational Education Act of 1963.

(b) The Commissioner shall not approve an application for a grant under this section unless (1) in the case of an application by a local education agency, it has been reviewed by the respective State education agency which shall provide assurance to the Commissioner that, if approved by the Commissioner, the grant will not duplicate existing and available programs of adult education which meet the special needs of Indochina refugees, and (2) the application includes a plan acceptable to the Commissioner which provides reasonable assurances that adult refugees who are in need of a program are located in an area near that State or local education agency, and would participate in the program if available.

(c) Applications for a grant under this section shall be submitted at such time, in such manner, and contain such information as the Commissioner may reasonably require.

(d) Notwithstanding the provisions of sections 305 and 307(a), the Commissioner shall pay all the costs of applications approved by him under this section.

Adult Education Program for Adult Immigrants

Sec. 318. (a) The Commissioner is authorized to enter into grants and contracts with State and local education agencies and other public or private nonprofit agencies, organizations, or institutions to provide programs of adult education and adult basic education to immigrant adults in need of such services. Such grants and contracts may be used for—

(1) programs of instruction of adult immigrants in basic reading, mathematics, development and enhancement of necessary skills, and promotion of literacy among adult immigrants for the purpose of enabling them to become productive members of American society;

(2) administrative costs of planning and operating such programs of instruction;

(3) educational support services which meet the need of adult immigrants including but not limited to guidance and counseling with regard to educational, career, and employment opportunities; and

(4) special projects designed to operate in conjunction with existing Federal and non-Federal programs and activities to develop occupational and related skills for individuals, particularly programs authorized under the Comprehensive Employment and Training Act of 1973 or under the Vocational Education Act of 1963.

(b)(1) Any applicant for a grant or contract under this section shall first submit its application to the State educational agency. The State educational agency shall expeditiously review and make recommendations to the Commissioner regarding the quality of each such application, consistent with the purposes of section 306(b) (12) and (13) of this title. A copy of the recommendations made by the State educational agency shall be simultaneously submitted to the applicant.

(2) Any applicant which has submitted an application in accordance with paragraph (1) of this subsection, which is dissatisfied with the action of the appropriate State educational agency may petition the Commissioner to request further consideration by the Commissioner of such application.

(c) Applications for a grant or contract under this section shall be submitted at such time, in such manner, and contain such information as the Commissioner may reasonably require.

(d) Notwithstanding the provisions of sections 305 and 307(a), the Commissioner shall pay all the costs of applications approved by him under this section.

(e) Not less than 50 per centum of the funds appropriated under this section shall be used by the Commissioner to enter into contracts with private nonprofit agencies, organizations, and institutions.

(f) For the purposes of making grants and entering into contracts under this section, there is hereby authorized to be appropriated such sums as may be necessary for fiscal year 1979 and each of the four succeeding fiscal years.

Legislative History

P.L. 89-750, Nov. 3, 1966, Title III, 80 Stat. 1191;
P.L. 90-247, Jan. 2, 1968, Title V, 81 Stat. 815;
P.L. 90-576, Oct. 16, 1968, 81 Stat. 1095;
P.L. 91-230, April 13, 1970, Title III, 84 Stat. 159;
P.L. 91-600, Dec. 30, 1970, 84 Stat. 1669;
P.L. 92-318, June 23, 1972, 86 Stat. 342;
P.L. 93-29, May 3, 1973, 87 Stat. 59;
P.L. 93-380, Aug. 21, 1974, Title VI, Part A, 88 Stat. 576;
P.L. 94-405, Sept. 10, 1976, Title III;
P.L. 94-482, Oct. 12, 1976, Title III;
P.L. 95-112, Sept. 24, 1977, 91 Stat. 911; and
P.L. 95-561, Nov. 1, 1978, Title XIII, Part A.

Past Presidential Appointees

APPENDIX

Name	Residence at the Time of Appointment
Miss Roberta Church	Washington, D.C.
Dr. Cleveland L. Dennard	Washington, D.C.
Miss Marilyn Van Derbur	Denver, Colorado
Mr. Ernest Green	New York, New York
Dr. Brent H. Gubler	Salt Lake City, Utah
Dr. Leonard R. Hill	Lincoln, Nebraska
Mr. Eric Hoffer	San Francisco, California
Mrs. Anne D. Hopkins	Baltimore, Maryland
Dr. Norbert J. Hruby	Grand Rapids, Michigan
Dr. Paul F. Johnston	Des Moines, Iowa
Mr. John N. LaCorte	Brooklyn, New York
Mr. William R. Langner	Richmond, Virginia
Dr. T. Kong Lee	San Francisco, California
Dr. Thomas W. Mann	Chicago, Illinois
Mrs. Lois E. Marshall	Paramus, New Jersey
Dr. William P. Miller	New Concord, Ohio
The Honorable William G. Milliken	Lansing, Michigan
Mr. Charles P. Puksta	Claremont, New Hampshire
Mr. Donald F. Rodgers	New York, New York
Dr. Alfredo N. Saenz	San Antonio, Texas
Mr. J. Harry Smith	Newark, New Jersey
Dr. Harold Spears	Bloomington, Indiana
Mr. James E. Stratten	San Francisco, California
Mrs. June Trombla	El Dorado, Kansas

Council Officers

APPENDIX

Chairman	Vice Chairman
March 1971–November 1971	
Dr. Leonard R. Hill Lincoln, Nebraska	Dr. J. Harry Smith Newark, New Jersey
November 1971–June 1973	
Dr. Leonard R. Hill Lincoln, Nebraska	Dr. Thomas W. Mann Iowa City, Iowa
June 1973–June 1974	
Dr. Harold Spears Bloomington, Indiana	Mrs. Anne D. Hopkins Baltimore, Maryland
June 1974–June 1975	
Mr. Charles P. Puksta Claremont, New Hampshire	Dr. Alfredo N. Saenz San Antonio, Texas
June 1975–May 1976	
Dr. Brent H. Gubler Salt Lake City, Utah	Mr. William R. Langner Richmond, Virginia
May 1976–June 1977	
Dr. Mary A. Grefe Des Moines, Iowa	Mr. Reuben T. Guenthner Bismarck, North Dakota
June 1977–June 1978	
Dr. Alton C. Crews Lawrenceville, Georgia	Dr. Kyo R. Jhin Huntsville, Alabama
June 1978–	
Mr. John K. Wu Ludlow, Vermont	Mrs. Betty J. Mage Vancouver, Washington

FY 1965-1980 State Allotments

APPENDIX

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
Adult Basic Education
Fiscal Years 1965–1980 State Allotments

	FY 1965	FY 1966[1]	FY 1967	FY 1968	FY 1969	FY 1970[2]	FY 1971[4]	FY 1972[5]
TOTALS	$18,812,000	$19,679,063	$26,280,000	$30,890,000	$36,000,000	$40,000,000	$44,875,000	$51,134,000
Alabama	579,267	300,584	825,067	901,330	1,072,101	1,199,378	1,353,404	1,353,404
Alaska	20,000	25,000	50,000	126,288	131,891	136,550	141,671	166,536
Arizona	174,081	288,797	208,952	302,940	346,188	379,898	419,113	419,113
Arkansas	316,910	76,039	451,385	538,398	631,826	701,583	785,866	785,866
California	1,862,617	1,038,044	1,534,703	1,590,550	1,908,201	2,137,446	2,422,896	2,894,965
Colorado	92,896	90,656	132,314	228,507	255,893	275,835	300,470	425,700
Connecticut	213,231	269,003	303,712	394,974	457,836	503,143	559,625	646,371
Delaware	50,000	50,000	50,000	146,034	155,845	162,892	171,704	219,465
District of Columbia	69,535	104,679	99,040	196,191	216,690	231,310	249,708	282,806
Florida	560,165	843,284	797,859	874,905	1,040,045	1,159,832	1,308,317	1,308,317
Georgia	746,268	617,604	1,062,932	1,132,351	1,352,356	1,515,610	1,713,940	1,713,940
Hawaii	84,613	137,967	114,819	211,515	235,281	251,540	272,771	272,771
Idaho	25,000	-0-	50,000	138,479	146,680	153,041	160,473	248,223
Illinois	962,007	616,615	1,154,714	1,221,492	1,460,494	1,633,780	1,848,667	2,271,708
Indiana	209,674	-0-	397,849	486,403	568,749	630,936	705,322	1,071,829
Iowa	109,844	142,546	156,454	251,953	284,335	309,838	339,237	646,525
Kansas	95,711	43,424	136,324	232,402	260,619	282,224	307,754	528,113
Kentucky	601,447	1,202,880	687,872	768,082	910,457	1,019,688	1,148,538	1,148,538
Louisiana	824,745	1,078,634	989,954	1,061,473	1,266,373	1,414,980	1,599,212	1,599,212
Maine	54,880	55,000	78,167	175,918	192,097	204,502	219,144	328,342
Maryland	307,287	89,179	437,678	525,086	615,676	682,321	763,906	777,671
Massachusetts	427,390	294,645	551,771	635,897	750,102	835,242	938,251	1,122,487
Michigan	630,619	1,536,299	756,943	835,165	991,837	1,106,931	1,248,005	1,702,104
Minnesota	155,112	2,976	220,930	314,574	360,302	393,947	435,130	744,061
Mississippi	-0-	331,525	620,835	702,974	831,474	936,895	1,054,146	1,054,146
Missouri	382,898	144,939	545,372	629,682	742,562	824,641	926,165	1,102,416
Montana	11,629	-0-	50,000	146,759	156,723	164,109	173,091	251,812
Nebraska	64,304	68,003	91,590	188,955	207,912	221,891	238,968	388,687
Nevada	50,000	45,500	50,000	117,374	121,076	123,829	127,168	180,362
New Hampshire	50,000	30,000	50,000	143,716	153,033	160,283	168,729	254,488
New Jersey	570,290	653,756	812,280	888,911	1,057,036	1,177,851	1,328,860	1,439,458
New Mexico	111,400	-0-	160,565	255,945	289,178	314,106	344,103	344,103
New York	1,765,279	2,760,782	2,415,744	2,446,242	2,946,251	3,299,893	3,748,204	3,783,043
North Carolina	831,799	1,383,963	1,184,757	1,250,671	1,495,891	1,677,851	1,898,912	1,898,912
North Dakota	-0-	62,269	58,354	156,675	168,753	177,469	188,322	257,625
Ohio	660,369	42,270	940,582	1,013,522	1,208,203	1,351,381	1,526,703	2,094,595
Oklahoma	228,156	251,042	324,969	415,620	482,882	531,447	591,894	620,400
Oregon	74,867	24,527	106,636	203,568	225,639	241,935	261,821	456,536
Pennsylvania	988,206	371,810	1,407,531	1,467,036	1,758,365	1,967,553	2,229,201	2,634,898
Rhode Island	76,382	58,095	108,793	205,663	228,181	244,389	264,619	331,396
South Carolina	499,369	844,957	711,266	790,803	938,021	1,056,859	1,190,918	1,190,918
South Dakota	12,700	-0-	50,000	147,591	157,733	165,279	174,424	263,481
Tennessee	602,910	571,087	858,743	934,037	1,111,779	1,243,389	1,403,582	1,403,582
Texas	1,433,423	2,480,313	2,041,667	2,082,928	2,505,509	2,823,537	3,205,110	3,205,110
Utah	50,000	70,000	50,000	138,059	146,169	152,742	160,132	259,611
Vermont	50,000	79,364	50,000	125,774	131,267	135,709	140,712	208,698
Virginia	132,847	-0-	876,732	951,508	1,132,973	1,272,206	1,436,435	1,436,435
Washington	122,745	116,267	174,829	269,799	305,985	333,131	365,793	624,613
West Virginia	237,019	180,274	337,593	427,880	497,755	550,582	613,710	613,710
Wisconsin	25,869	-0-[3]	376,123	465,302	543,151	600,765	670,924	917,375
Wyoming	50,000	20,000	50,000	120,299	124,625	127,831	131,730	186,843
American Samoa	-0-	-0-	22,600	6,118	7,200	8,000	35,900	40,907
Trust Territory	-0-	-0-	22,600	48,944	57,600	64,000	71,800	81,814
Guam	16,000	12,480	22,600	36,708	43,200	48,000	62,825	71,588
Puerto Rico	324,240	155,505	435,200	495,558	583,200	648,000	691,075	787,464
Virgin Islands	16,000	16,480	22,600	24,472	28,800	32,000	35,900	40,907

NOTE: FY 1965 allotments available for expenditure through June 30, 1966; all other fiscal year grants available only through year of award.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
Adult Basic Education
Fiscal Years 1965–1980 State Allotments

FY 1973[6]	FY 1974[7]	FY 1975[8]	FY 1976[9]	FY 1977[10]	FY 1978[11]	FY 1979[12]	FY 1980	
$74,834,000	$53,286,000	$67,500,000	$67,500,000	$71,500,000	$80,500,000	$90,750,000	$100,000,000	TOTALS
1,493,366	1,353,404	1,344,029	1,344,029	1,392,796	1,586,261	1,788,980	1,971,921	Alabama.
211,717	177,747	190,545	190,545	209,868	220,998	231,019	240,062	Alaska.
576,382	449,546	518,744	518,744	618,909	693,089	769,742	838,917	Arizona.
919,569	785,866	827,612	827,612	869,018	981,748	1,099,144	1,205,087	Arkansas.
5,019,367	3,415,416	4,517,430	4,517,430	5,082,373	5,844,545	6,648,292	7,373,624	California.
668,379	479,804	601,541	601,541	664,447	745,645	829,716	905,585	Colorado.
1,057,214	704,766	951,493	951,493	1,003,002	1,136,384	1,275,606	1,401,245	Connecticut.
304,981	239,449	274,483	274,483	302,725	328,167	353,315	376,008	Delaware.
416,591	285,764	374,932	374,932	374,932	408,613	445,114	478,054	District of Columbia.
1,984,486	1,561,101	1,786,037	1,786,037	2,291,735	2,623,761	2,972,916	3,288,007	Florida.
1,744,879	1,713,940	1,570,391	1,570,391	1,792,143	2,047,162	2,314,934	2,556,582	Georgia.
347,386	272,771	312,647	312,647	327,651	356,936	386,144	412,502	Hawaii.
355,656	260,259	320,090	320,090	334,045	364,314	394,563	421,861	Idaho.
3,921,152	2,342,597	3,529,037	3,529,037	3,529,037	3,981,153	4,521,894	5,009,881	Illinois.
1,806,896	1,154,189	1,626,206	1,626,206	1,679,358	1,916,993	2,168,392	2,391,460	Indiana.
1,057,485	646,525	951,736	951,736	951,736	1,006,595	1,127,497	1,236,604	Iowa.
848,836	528,113	763,952	763,952	763,952	822,389	917,292	1,002,937	Kansas.
1,472,691	1,148,538	1,325,422	1,325,422	1,361,119	1,549,701	1,747,260	1,925,544	Kentucky.
1,599,212	1,599,212	1,439,291	1,439,291	1,439,291	1,585,529	1,788,144	1,970,992	Louisiana.
496,828	328,729	447,145	447,145	447,145	483,240	530,275	572,721	Maine.
1,288,571	908,974	1,159,714	1,159,714	1,310,323	1,491,074	1,680,358	1,851,175	Maryland.
1,896,158	1,146,761	1,706,542	1,706,542	1,706,542	1,904,090	2,151,668	2,375,093	Massachusetts.
2,917,476	1,849,308	2,625,728	2,625,728	2,725,471	3,124,352	3,544,162	3,923,015	Michigan.
1,282,212	793,887	1,153,991	1,153,991	1,153,991	1,291,179	1,452,249	1,597,605	Minnesota.
1,054,146	1,054,146	948,731	948,731	948,731	1,055,134	1,182,887	1,298,177	Mississippi.
1,860,791	1,139,299	1,674,712	1,674,712	1,674,712	1,891,128	2,136,877	2,358,650	Missouri.
361,979	257,088	325,781	325,781	329,272	358,807	388,278	414,875	Montana.
603,160	392,945	542,844	542,844	542,844	594,779	657,556	714,209	Nebraska.
236,078	211,517	212,470	212,470	260,692	279,655	297,955	314,469	Nevada.
366,694	268,997	330,025	330,025	347,194	379,491	411,882	441,113	New Hampshire.
2,454,680	1,588,290	2,209,212	2,209,212	2,332,653	2,670,986	3,026,806	3,347,912	New Jersey.
446,957	344,103	402,261	402,261	423,201	467,213	511,985	552,390	New Mexico.
6,584,212	3,851,674	5,925,791	5,925,791	5,925,791	6,602,287	7,512,984	8,334,833	New York.
1,978,878	1,898,912	1,780,990	1,780,990	2,053,630	2,348,955	2,659,323	2,939,411	North Carolina.
372,221	257,945	334,999	334,999	334,999	360,295	389,977	416,763	North Dakota.
3,609,067	2,216,061	3,248,160	3,248,160	3,277,411	3,761,368	4,271,088	4,731,080	Ohio.
1,011,451	665,854	910,306	910,306	944,441	1,068,797	1,198,479	1,315,509	Oklahoma.
742,713	502,645	650,442	650,442	698,820	785,316	874,987	955,909	Oregon.
4,561,114	2,634,898	4,105,003	4,105,003	4,105,003	4,462,641	5,071,342	5,620,657	Pennsylvania.
502,211	348,369	451,990	451,990	466,646	517,354	569,204	615,995	Rhode Island.
1,190,918	1,190,918	1,071,826	1,071,826	1,109,330	1,259,102	1,415,645	1,556,915	South Carolina.
382,541	264,081	344,287	344,287	344,287	370,952	402,138	430,281	South Dakota.
1,657,286	1,403,582	1,491,557	1,491,557	1,573,687	1,795,034	2,027,219	2,236,752	Tennessee.
3,646,041	3,205,110	3,281,437	3,281,437	3,803,208	4,368,210	4,963,583	5,500,870	Texas.
375,722	282,545	338,150	338,150	367,583	403,023	438,736	470,964	Utah.
286,010	215,763	257,409	257,409	267,080	287,029	306,369	323,823	Vermont.
1,655,312	1,436,435	1,489,781	1,489,781	1,667,312	1,903,090	2,150,527	2,373,823	Virginia.
1,018,876	684,134	916,988	916,988	971,951	1,100,547	1,234,711	1,355,785	Washington.
928,533	613,710	835,680	835,680	835,680	890,978	955,562	1,089,943	West Viriginia.
1,534,739	954,079	1,381,265	1,381,265	1,381,265	1,569,419	1,769,760	1,950,556	Wisconsin.
247,500	190,514	222,750	222,750	229,083	243,174	256,325	268,193	Wyoming.
59,867	42,629	79,863	79,863	123,695	139,265	156,998	139,265	American Samoa.
119,734	85,257	159,727	159,727	250,250	281,750	317,624	313,451	Trust Territory.
104,775	74,601	139,762	139,762	217,360	244,720	275,880	244,720	Guam.
1,152,437	820,604	1,037,200	1,037,200	1,236,885	1,406,318	1,583,639	1,743,661	Puerto Rico.
59,867	42,629	79,863	79,863	123,695	139,265	156,998	229,392	Virgin Islands.

See footnotes on following page.

FOOTNOTES TO STATE ALLOTMENTS TABLE

[1] Revised distributions after February and June 1966 reallotments.

[2] Plus $200,849 (FY 1966 allotment released in error and reinstated on a pay-only basis.)

[3] Distribution of $40,000,000 with 2% ($800,000) reserved for the outlying areas, and the balance distributed with a basic amount of $100,000 to each State and D.C. and the remainder distributed on the basis of the population 16 and over with less than 6 grades of school completed.

[4] Distribution of $44,875,000 with 2 percent reserved for outlying areas, and the balance distributed to the 50 States and D.C. with a basic amount of $100,000 and the remainder distributed on the basis of the population aged 16 and over with less than 6 grades of school completed. (1960 Census) Allotment formula contained in P.L. 89-750 as amended.

[5] Distribution of $51,134,000 with 2 percent reserved for outlying areas, and the balance distributed with a basic amount of $150,000 to each State and D.C., and the remainder distributed on the basis of those 16 and over who do not have a certificate of graduation from high school (or its equivalent) and who are not currently required to be enrolled in school. (1960 Census) Allotment formula contained in P.L. 91-230 with a provision in the Appropriation Act that no State shall receive less than its FY 1971 grant amount.

[6] Distribution of $74,834,000 on the same basis as [5] above.

[7] Distribution of $53,286,000 on the same basis as [5] above except a change over to the 1970 Census data and a provision in the Appropriation Act that no State shall receive less than its FY 1972 grant amount.

[8] Distribution of $67,500,000 to each State, D.C., and Puerto Rico at 90% of the 1973 grant amount. The distribution to the other four outlying areas was prorated up from 90% of the 1973 grant amount. The Allotment formula contained in Section 305(a) of P.L. 91-230 as amended by P.L. 93-380 was not used because the appropriation amount was inadequate to make such a distribution and also comply with the provision in Section 313(a) of the Act that grants to each State shall not be less than 90% of the grants made to such State in FY 1973.

[9] Distribution of $67,500,000 on the same basis as [8] above.

[10] Estimated distribution of $71,500,000 with 1% ($715,000) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State, D.C. and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma, (1970 Census), with no State receiving less than 90% of its FY 1973 amount. The distribution to the areas was based on the FY 1974 distribution of funds to those areas.

[11] Estimated distribution of $80,500,000 with 1% ($805,000) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State, D.C., and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma (1970 Census), with no State receiving less than 90% of its FY 1973 amount.

[12] Estimated distribution of $90,750,000 with 1% ($907,500) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State, D.C., and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma (1970 Census).

Maximum for State Administration

APPENDIX

ADULT EDUCATION ACT

Maximum Amounts Allowable for State Administration
Fiscal Years 1979–1980

State or Territory	FY 1979	FY 1980	AMOUNT OF INCREASE
Total:	**$4,380,428**	**$4,781,905**	**$401,477**
Alabama	75,323	80,385	5,062
Alaska	39,000	50,000	11,000
Arizona	39,000	50,000	11,000
Arkansas	46,279	50,000	3,721
California	279,920	300,584	20,664
Colorado	39,000	50,000	11,000
Connecticut	53,708	57,121	3,413
Delaware	39,000	50,000	11,000
Florida	125,172	134,035	8,863
Georgia	97,468	104,218	6,750
Hawaii	39,000	50,000	11,000
Idaho	39,000	50,000	11,000
Illinois	190,390	204,226	13,836
Indiana	91,214	97,487	6,273
Iowa	47,472	50,410	2,938
Kansas	39,000	50,000	11,000
Kentucky	73,567	78,494	4,927
Louisiana	75,288	80,347	5,059
Maine	39,000	50,000	11,000
Maryland	70,750	75,463	4,713
Massachusetts	90,594	96,820	6,226
Michigan	149,224	159,921	10,697
Minnesota	61,146	65,126	3,980
Mississippi	49,804	52,920	3,116
Missouri	89,971	96,150	6,179
Montana	39,000	50,000	11,000
Nebraska	39,000	50,000	11,000
Nevada	39,000	50,000	11,000
New Hampshire	39,000	50,000	11,000
New Jersey	127,441	136,477	9,036
New Mexico	39,000	50,000	11,000
New York	316,327	339,767	23,440
North Carolina	111,968	119,825	7,857
North Dakota	39,000	50,000	11,000
Ohio	179,830	192,861	13,031
Oklahoma	50,461	53,626	3,165
Oregon	39,000	50,000	11,000
Pennsylvania	213,524	229,124	15,600
Rhode Island	39,000	50,000	11,000
South Carolina	59,605	63,467	3,862
South Dakota	39,000	50,000	11,000
Tennessee	85,354	91,180	5,826
Texas	208,987	224,241	15,254
Utah	39,000	50,000	11,000
Vermont	39,000	50,000	11,000
Virginia	90,546	96,768	6,222
Washington	51,986	55,268	3,282
West Virginia	41,917	50,000	8,083
Wisconsin	74,514	79,514	5,000
Wyoming	39,000	50,000	11,000
Dist. of Columbia	39,000	50,000	11,000
American Samoa	39,000	25,000	(14,000)
Guam	39,000	25,000	(14,000)
No. Mariana In.	39,000	25,000	(14,000)
Puerto Rico	66,678	71,080	4,402
Trust Territory	39,000	25,000	(14,000)
Virgin Islands	39,000	25,000	(14,000)

Publications

APPENDIX

1971	Interim Report
	UNESCO Questionnaire
	Third International Conference on Adult Education
1972	Annual Report
	Career Education
	Federal Activities in Support of Adult Education
	Adult Education Associations and Organizations
1973	Annual Report
	State Demographic Data (Interim Report)
1974	Annual Report
	A Target Population in Adult Education
1975	Annual Report
	(Target Population Document and Recommendations)
	The Roles and Responsibilities of Adult Education Within Parent/Early Childhood Education
	State Advisory Councils on Adult Education
1976	Annual Report
	An Historical Perspective
1977	Annual Report—Two Volumes
	Section I
	Section II—Survey of State Support of Adult Education
1978	Annual Report
	An Assessment of the Federal Adult Education Act Program
	Success Stories of Adult Learning in America
1979	Annual Report
	NACAE Response to the President's Urban Policy

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